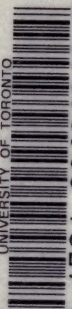


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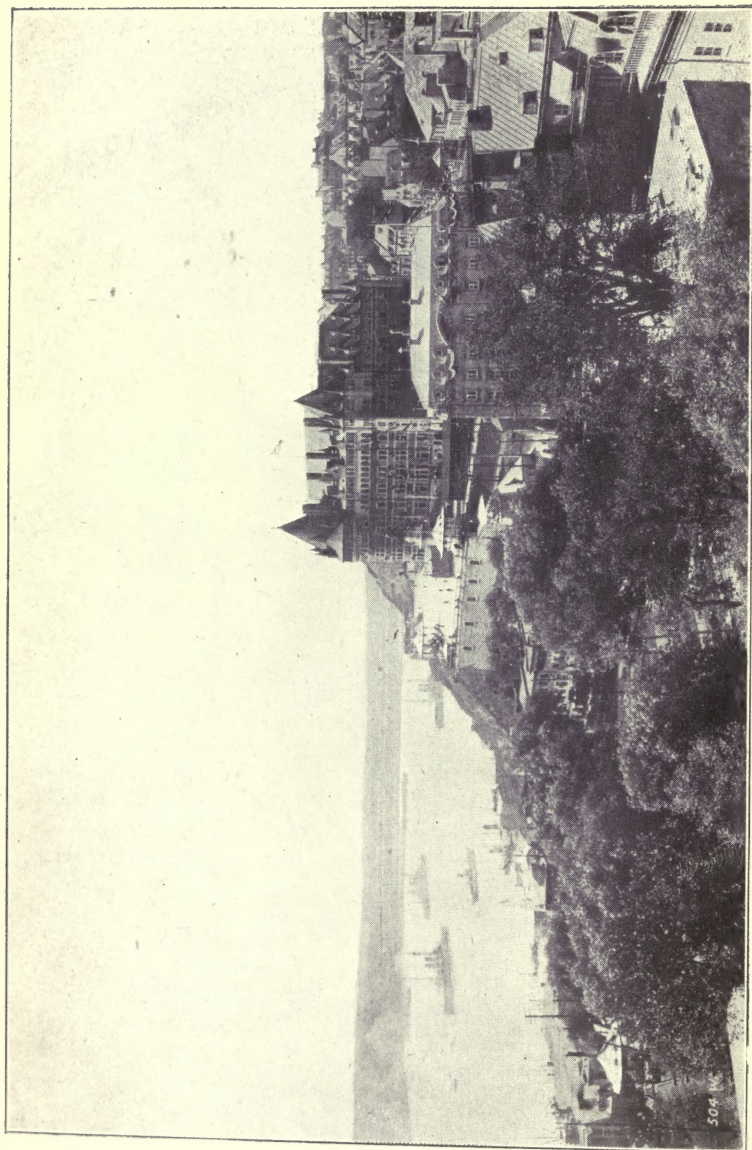












QUEBEC CITY AND THE MAJESTIC ST. LAWRENCE.

584

# HANDBOOK FOR NEW CANADIANS

By

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Principal of Frontier College

Author of

"THE UNIVERSITY IN OVERALLS"



154684  
9/4/20

TORONTO:  
THE RYERSON PRESS

1919

## BY THE SAME AUTHOR.

### BOOKLETS ON ASSOCIATED SUBJECTS.

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Camp Education Extension	-	-	-	-	1903
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The Diffusion of Education	-	-	-	-	1917
The Instructor and the Red	-	-	-	-	1919

To

**E. M. Bradwin, M.A.**

MY COLLEAGUE AND FRIEND,

WHO HAS GIVEN SO MANY YEARS OF HIS LIFE

AS AN INSTRUCTOR AND CANADIANIZER

IN BUNKHOUSES AND CAMPS

OF CANADA,

THIS HANDBOOK IS RESPECTFULLY DEDICATED



## ACKNOWLEDGMENTS

I wish to express my indebtedness to Prof. J. F. McDonald, Dr. Adam Shortt, Dr. D. J. Goggin, Principal Harwood, Dean Ira McKay, William Houston, M.A., J. B. McDougall, B.A., D.Paed. and Prof. S. DeChamp, for suggestions and help.

I wish also to express my gratitude to the John Ross Robertson Estate, the Canadian Pacific Railway, the Grand Trunk Railway, and the Canadian National Railway for the use of engravings and prints; also to the late H. L. Lovering, the Canadian Copper Company, Sir Joseph Flavelle, Hon. George Gordon, and James Playfair, for advance subscriptions.

Obligation is also acknowledged to the many Instructors of the Frontier College, who during the past twenty years have worked at camps, industrial plants, and extra gangs as manual labourers; teaching as opportunity offered in tent, bunkhouse or car, standing always four square to the highest and best in Canadian life.

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# INTRODUCTION

The purpose of this book is the instruction of adult immigrants: to help train new-comers for a place in Canadian life. It seeks to give them a necessary knowledge of English, and an insight into Canadian affairs, which will tend to make them efficient, healthy, self-respecting citizens. These outlines must be supplemented by the wholesome contact of an instructor interested in the foreigner.

It combines a series of lessons in English with considerable practical information about Canada. It is not intended for school children, but for the adults.

The general information on Canada is meant for those who have gained some proficiency in the language. The outlines on Government and Naturalization may seem difficult, but in these subjects the average foreigner is more or less interested from the time of his arrival and, very likely, has already picked up a good deal of vocabulary.

The immigrant finds himself in the midst of new conditions. He lacks the language, and everything combines to make him the prey of unfavourable circumstances. Even the better informed of his own race, already in Canada, are sometimes ready to take advantage of him. Particularly does this apply to the masses of unskilled labourers.

The influx of non-English-speaking peoples into Canada is very large in proportion to the population. We allow new-comers to live in settlements on the prairies or, what is worse, to form colonies in large urban and industrial centres. There, their racial characteristics are continued and encouraged by native societies and leagues, forming unassimilated groups, which are a menace to Canadian unity. Already there are whole sections of alien races in Montreal, Toronto, Hamilton, Winnipeg, Vancouver, and other centres. The tendency is for the foreign-born to make little effort for naturalization. We have a right to demand that every man who comes to Canada become a citizen of this country.

Unlearned masses of non-English-speaking races are fertile soil for future trouble. This has frequently been apparent during the years of the recent struggle in Europe. Both the immigrant by means of night classes, and the immigrant's children in the day schools, must learn to take a pride in the land they have chosen, by making them acquainted with the language, customs, and laws of their new home country.

New-comers get their ideas of Canada largely from those of their race already here. Why should those who are now here be allowed to perpetuate the conditions of their former country? There should be some proportion drawn between the number admitted each year of any people and the number of that race who, after five years' residence in Canada, have taken out naturalization papers. The immigration of any particular race would then be proportioned to their assimilation into the life of Canada. In short, regulate the coming of immigrants from any land by the proved capacity of those already here for being Canadianized. Canada is a young country. It must not become the "Babel" of the nations. Already many nations cluster within its folds. From whatever strain they be descended, she must seek to make them all whole-hearted citizens.

There is need of a Dominion-wide system of educating the aliens in Canada for citizenship. The Federal Government, which controls immigration, should make provision for the assimilation of the foreigners. The requirements for obtaining naturalization are outlined, but little provision is made for carrying them out. We say an alien must have a knowledge of English or French, as the case may be, but no provision is made to help him acquire that knowledge. The Dominion Government should set the standards, and the text books, and then provide a way for adult aliens to take two oral or written examinations at a nominal fee some time during the five years required for naturalization. The final examination should test the applicant's knowledge of Canada in general. Citizenship should be granted only to those who have complied with the requirements and have shown themselves during the five years' residence to be worthy of the franchise. Eligibility might be based upon qualifications of intelligence, knowledge of Canada, and personal character of the applicant. Immigration officials, teachers, Frontier College instructors, Y.M.C.A. and



K. of C. secretaries, the Khaki College, and clergymen throughout the country could hold these examinations.

More should be made of naturalization. It should be a big event in the life of the immigrant and his family. Dominion Day would be a suitable one in the year for the country to recognize the new citizen by a dignified civic welcome or a suitable badge. It means much to Canada; it should mean much more to the individual.

## IMMIGRATION.

### TABLE SHOWING TOTAL IMMIGRATION TO CANADA.

#### A. IMMIGRATION, 1897-1914.

	1897-1905.	1906-1914.	Total.
United Kingdom.....	234,951	927,758	1,154,709
United States.....	214,581	816,097	1,030,678
Other countries.....	204,011	638,678	842,689
Total .....	643,543	2,384,533	3,028,076

This table shows, through a period of years, the relatively large numbers of non-English-speaking peoples who are making Canada their home. It must be remembered that a large proportion of those coming from the United States are also from non-English-speaking countries. Is it not therefore an urgent duty of the Dominion Government not only to insist on the naturalization of all aliens, but, in the case of non-English-speaking peoples, to provide the proper machinery for their education up to the standards of Canadian citizenship.

Returns of 1911 show the foreign-born residing in Canada, who came originally from non-English-speaking countries, to form a considerable proportion of the population of each Province, and particularly of the Western Provinces.

Maritime Provinces.....	8,164
Ontario .....	44,035
Quebec .....	92,355
Western Provinces.....	299,875

The total immigration to Canada in the years 1906-1914, inclusive, from non-English-speaking countries, was 638,678. Of this total, 465,761—nearly 75 per cent.—was supplied by the twelve following peoples:

Nationality.	1906	1907	1908	1909	1910	1911	1912	1913	1914	Total.	Per cent. of total immigra- tion into Canada.
Hebrews .....	7,127	6,584	7,712	1,636	3,182	5,146	5,322	7,381	11,252	55,342	8½
Polish .....	725	1,033	1,593	376	1,407	2,177	5,060	9,945	9,793	32,109	5
Galician .....	5,656	1,652	14,268	6,644	3,368	3,553	1,594	497	1,698	38,930	6
Ruthenian .....	266	303	912	149	566	2,868	13,346	17,402	18,372	54,184	8½
Russian .....	3,152	1,927	6,281	3,547	4,564	6,621	9,805	18,623	24,485	79,005	12½
French .....	1,648	1,314	2,671	1,830	1,727	2,041	2,094	2,755	2,683	18,763	3
German .....	1,796	1,903	2,363	1,257	1,516	2,530	4,645	4,938	5,525	26,473	4
Swedish .....	1,802	1,077	2,132	1,135	2,017	3,213	2,394	2,477	2,435	18,682	3
Norwegian .....	1,445	876	1,554	752	1,370	2,169	1,692	1,832	1,647	13,337	2
Austrian .....	1,324	562	1,899	1,830	4,195	7,891	4,871	1,056	3,147	26,769	4
Bokowinian .....	1,355	229	2,145	1,546	725	700	328	687	1,549	9,264	1½
Italian. ....	7,959	5,114	11,212	4,228	7,118	8,359	7,590	16,601	24,722	92,903	15

Table showing foreign-born males of over twenty-one years of age from chief non-English-speaking countries residing in Canada in 1911.

Country.	Total Arrivals.	Males over 21.		
		Total.	Naturalized.	Alien.
Austria-Hungary.....	121,430	57,750	23,846	33,904
Belgium .....	7,975	4,125	1,674	2,451
France.....	17,619	9,231	4,624	4,607
Germany.....	39,577	20,633	12,001	8,632
Italy.....	34,739	24,373	4,232	20,141
Norway and Sweden.....	49,194	29,652	11,722	17,930
Russia, including	89,984	46,018	18,478	27,540
Finland .....	10,987			
China.....	27,083	23,586	2,144	21,442
Japan .....	8,425	6,699	1,491	5,208

From this table an idea may be had of the large number of foreign arrivals who are making no effort to fit into Canadian life.

## METHOD.

### (A) General Plan.

Where foreigners drift into an English-speaking community they soon acquire a small stock of words by mingling together on the street, at work, in the stores, and even at games or at the movies. In this way they learn words of common objects or frequent expressions heard in every-day life. The foreigners learn to recognize them by sound, and sooner or later can express them in their own broken English. *The starting point in teaching adult foreigners is this stock of broken English.* In the case of the most illiterate some time must first be spent on object-words, phrases, and simple themes of common interest to give a working fund of basic stock-words. The aim throughout the reader is to build on this fund of stock-words, and, while adding to it, seek to have the adult pupil know his stock-words, not only by

sound, but by recognizing them in print, and even to become able to write them.

Adults cannot get the drill and training that their children are getting in the schools. The system of training for the boy or girl is not suitable for the middle-aged. This is not intended, but rather that the grown-ups get a workable and useful grasp of each word, so as to know it by sound, to recognize it by sight, and to be able to write it so that they can handle it in every-day life with a fair understanding of its meaning. As the working-fund of words is gradually acquired, the instructor, by firing questions back and forward, can convey practical suggestions and advice to his class on home life, cleanliness of habits, foods, and work; and in time he may proceed to more abstract ideas on the duties of citizenship and the place of the new-comer in the country's life.

Most of the adult foreigners who attend evening classes and camp schools are not illiterate. They can read and write in their own language, and they very readily learn to read the printed page in English. What they specially need is a vocabulary to use in speaking. The lessons must be of a nature to promote conversation, and must have as a background the experiences fresh in their minds from every-day work.

There has been no attempt to teach the rules of grammar. Grammatical terms are to be avoided, and also the unnecessary shading of vowel pronunciation. That would merely bewilder.

It is not necessary that the instructor know the language of the men he is teaching. English is sufficient as a medium of intercourse. Many English words are so flexible in their use that foreigners can use them readily to express different ideas: "me," "no," "good," "him," "money," "sell," "bad," etc., may each be used with different meanings, and a basis is thus formed for broken conversation between the class and the instructor.

The object-words of the first part of the Reader may be used along with common prepositions to build up phrases, and give new ideas. The exercises must be thoroughly drilled.

On these foundations, a few simple themes are developed. The short sentences of a theme should bear to each other the relation of succession. Other relationships such as cause and effect, the whole and its parts, etc., may then be gradually introduced. The verbs must be particularly emphasized.

The paragraphed lessons with their stock-words and verbs will then prove adaptable to the needs of foreign workers. An effort is made to embody words which these men hear oftenest at their work and in their every-day life. Did you ever notice how quickly a foreigner will pick up a slang phrase? By a similar method let him get a fund of more wholesome expressions, and acquire a reasonable command of good English.

The contents of the lessons are of a material many-sided enough to satisfy the demands of both the instructor and his class. Some of the lessons ought to become a part of each pupil's life. The sections on geography, history, civics, and naturalization are for those who have passed the transition stage.

### *(B) Phonics.*

In the teaching of English to adult foreigners phonics may be used to serve two purposes: to furnish a key for the recognition of new words and further to help correct foreign accent, enunciation, and pronunciation. However, from the short time at hand for instruction in camp schools and in evening classes, it is questionable if much time should be spent by the instructor in correcting foreign pronunciation in adults. It is true that "good" may replace "goot," but the time required for this purpose may usually be more profitably spent in communicating practical ideas of present value, even though perfection in pronunciation is not attained. The average adult who attends evening classes does not care about culture; what he wants is adjustment to new conditions. He seeks the immediate ability to say the thing that he must say, in English.

After a good working fund of stock-words, recognized as wholes, without any phonic analysis, has been acquired, phonics will then become an aid to assist the more advanced pupils in the enunciation, spelling and recognition of words whose meanings are already known. Recognition may then be given to the more difficult consonants, to the change in vowel sounds, and to the different phonic elements which prove so confusing at times to foreigners, e.g., ai as a, ee, oo as in wood, oi in join, aw in draw, ir in girl, ess, ink, ing, ew, ack, ance, ould as in would, ore, eigh, ough, atch, etc., etc.



Many racial characteristics will also arise, as noticed in the confusion of the following sounds:

Long e and i as eet for it.  
 t and th as tank for thank.  
 w for wh as wen for when.  
 v for w as vay for way.  
 ch for j as chust for just.

As indicated above, do not insist on correct pronunciation with beginners. Those, however, who have had some months of training in elementary English may be helped to overcome these faults of articulation by the following suggestions:

- W..... Pronounce oo and join with the following sound, e.g.,—oo—ait—wait.
- Wh..... The sound is pronounced Hw, e.g., hoo—ere, where. If the pupil finds the sound difficult, instruct him to blow and say hoo and ere, or let pupil prepare for whistling and join latter part of the word.
- Th—soft..... Bite tongue between teeth and blow without sound. Prolong the sound if “d” is produced.
- Th—hard..... Same as above, but with sound. If an unvoiced sound is produced, let pupil hum while he is sounding.

### (C) *Vocabulary.*

Several hundred of the most frequently used stock-words appear in the Vocabulary at the end of the Handbook, with translations into six other languages. These translations are intended to be used largely as an aid for the more advanced pupils. The use of the translated vocabulary is not to be encouraged with beginners; the stock-word and its meaning in English must alone be impressed.

### (D) *Grading of Classes.*

In grading classes for the teaching of foreigners the controlling factor is the knowledge of English possessed by the pupil. In the night schools of urban centres, or at the larger mines and big

plants, where many foreigners are employed, classes may ordinarily be formed under three grades: (a) Beginners who are practically illiterates; (b) those who can write and can speak a fair amount of broken English; (c) the more advanced, who can carry on a conversation in English and can read from a newspaper.

Both (a) and (b) grades may be subdivided again according to age and because of nationality. Better results are obtained by having Italians, Bulgarians, or Ruthenians, as the case may be, each in a class based on racial lines. In grade (c) no such distinctions should be made.

At camps and works, where the foreigners at any one place are of a like nationality, they may generally be grouped under grade (b). The purposes of the lessons in the Handbook are largely fitted to their needs.

In grades (b) and (c) the method of instruction will be the same, the difference lying in the time spent by each grade in covering the contents of a lesson and the progress made.

Classes in grade (a) are the most difficult to start. They will be composed of adults who are practically illiterate, and many of whom are getting their first schooling of any kind. With these, six weeks or two months must be spent in preparatory work on the object-words, phrases, and themes. The length of time so spent will depend upon the learner and the opportunity at hand for holding classes. In camp schools this grade may receive five lessons in a week. A special effort must be made with such foreigners to develop a fund of new words which will serve at once as a medium of instruction.

#### (E) *Running-forms.*

In teaching, keep always in mind the following running-forms and allied-ideas to be frequently used during each night's lesson. It is not intended that all be used in any one lesson, but they suggest many ways when the occasion arises of increasing the pupil's knowledge. The verb forms must be specially impressed.

#### I. Develop opposites:—

large	small
wet	dry
white	black, etc.

## 2. Kin and sex groups:—

mother	father
sister	brother
aunt	uncle
girl	boy

## 3. Form plurals:—

pick	picks
tree	trees
man	men

## 4. By oral questions such as:—

Where did you leave the axe?

I ——— the axe near the ———.

Where does your brother live?

My ——— lives in ———.

Use such forms frequently.

## 5. Give facility of expression and an increase of vocabulary by exercises such as:—

I am (not) pointing	{ to the door.
	window.
	stove.
	table.
	lamp.
	blanket.

## 6. As the lessons proceed get the tenses, and moods and other verb forms without defining grammatical differences:—

He *sings* a song.

I *will sing* a song.

We *are singing*.

She *sang* last night, etc.

I can pull.

She can pull.

All can pull.

Nobody can pull, etc.

## 7. Develop the idea of continuous action and completed action:—

I stand. I was standing. I stood.  
We talk. We were talking. We talked, etc.

## 8. Bring out the idea of possessives:—

This is John's coat. The coat of John.

## 9. Add prefixes and affixes.

NOTE.—As stated above, do not attempt all of these running-forms in one lesson. They only suggest the more frequent methods for class drill. Get the common forms of the verb "to be" right at the start. Verb forms and changes may be most frequently stressed by use of running-forms.

*(F) Outline of a Night's Work for Grades (b) and (c).*

That portion of the lesson to be covered by the class is first read from the book several times. The instructor seeks to convey to the eye an idea of the meaning of the new words. This he can do by means of objects, pictures or by his own actions. Considerable drill is given on the new words, and the verbs are particularly noted.

When he has satisfied himself, by questioning the members of the class, that each is able to identify the words designated by the particular sounds, the instructor then makes use of the blackboard on which the night's lesson has already been written. The class reads the lesson from the scrip on the blackboard. Individual members go to the blackboard, point out words, spell them, and answer questions asked by the other pupils. Besides the drill on the new words, the use of any capitals, and the punctuation is pointed out. Then the class copies the lesson from the board. After a further short drill, the instructor may erase the lesson or not, and have the class write it from dictation. At other times two or three short sentences based on the words in the night's lesson may be given for dictation.

During the drills from the book and from the blackboard, both the instructor and the members of the class make frequent use of running or relational forms, such as are suggested in the list above.

A few minutes of social intercourse and relaxation before dismissal may be devoted to some topic of interest in civics or citizen-

ship. It is well to use such time for conveying some fact about Canada that will be of practical help. Occasional short notes on Canada accompanying the lessons, supply the material for such talks. A good map of Canada hanging on the wall is always of interest to these men. It offers many opportunities of conveying to them information about the country.

The average lesson in the Handbook may be covered in four nights, with a fifth night spent on review.

Suggested division of time in an evening class in a camp:—

1. 20-30 minutes.—Drill on the new words and verbs in the portion of the lesson to be covered by the class. Running-forms are used. Seek to have the meaning of each word understood.
2. 15-20 minutes.—Writing and drill from the scrip on the black-board. Encourage the individuals in the class to question one another as well as the instructor. Use running-forms.
3. 10-15 minutes.—Civics, citizenship, social intercourse and general relaxation before dismissal.

These parts need not follow any definite time limit and should shade into one another during the evening.

*General Directions to Instructors re Classes.*

- (a) Keep a regular nightly record of subject matter taught, attendance, and any details to be noted.
- (b) Each member of the class should have a note-book. In this is kept his themes, his spelling, and his dictation.
- (c) Try to encourage a class spirit. Elect a president of the class.
- (d) Have each member of the class carry an attendance card, to be marked each week.
- (e) Encourage class members to come early. Always be prepared to spend fifteen minutes before class in giving personal attention to individual members.



## READER

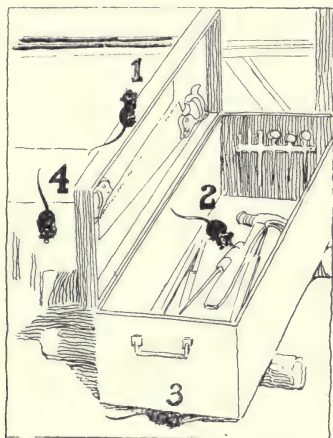
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In starting a class of adults who are practically illiterate, the occupation and age, as well as other factors in the environment must be taken into account. The following twelve lessons with their object-words, phrases and drill exercises will serve as a medium to promote conversation and acquire the use of common words.

The first few nights may be profitably spent in acquiring the names of the most commonplace objects illustrated. Acquaintance with the individual members of the class could also be developed by simple procedure such as: My name is . . . . . Your name is . . . . ., etc., etc. The following expressions should be used very frequently during the first nights: good, bad, yes, no, right, wrong—the instructor indicating by facial expressions the meanings of each term. Motion words, commonly heard at work or in the class-room, may also be acted by the instructor. Common words such as man, girl, boy, little, etc., are readily acquired, and will serve as a foundation for the development of themes.

The simpler forms of 'to have' and 'to be': am, has, was, is, have, are, and the pronouns he, you, we, she, I, it, they, cannot be used too often in oral drills, once their meaning is understood.

With the use of the simpler forms of the verb 'to be,' the personal pronouns, and the commonly used prepositions, many phrases, and simple sentences may be 'built up' in drills using the object-words. Later these may be written on the black-board and copied into scribblers.



The mouse is ON<sup>1</sup> the box.

The mouse is IN<sup>2</sup> the box.

The mouse is UNDER<sup>3</sup> the box.

The mouse is BEHIND<sup>4</sup> the box.

---

Is the mouse on the table?<sup>7</sup>

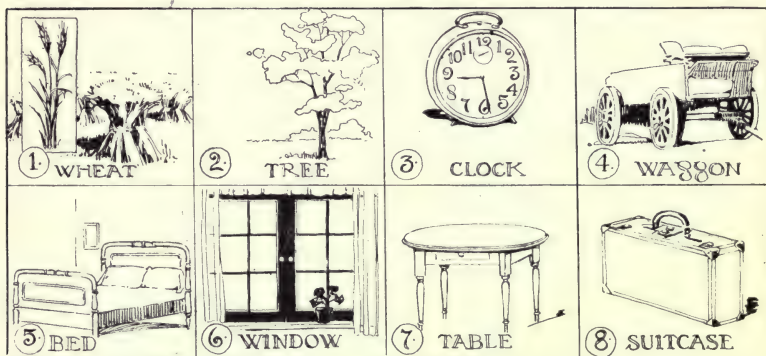
The mouse is NOT on the table.<sup>7</sup>

Is the mouse under the table?<sup>7</sup>

The mouse is NOT under the table.<sup>7</sup>

Is the mouse behind the suitcase?<sup>8</sup>

The mouse is NOT behind the suitcase.<sup>8</sup>



*Exercise:*

Is the clock on the table?<sup>7</sup>

The clock is not on the table.<sup>7</sup>

The clock is not on the window.<sup>6</sup>

The clock is not in the suitcase.<sup>8</sup>

The clock is not under the table.<sup>7</sup>

Is the boy on the waggon?<sup>4</sup>

The boy is not on the waggon.<sup>4</sup>

The boy is not under the waggon.<sup>4</sup>

The boy is not behind the bed.<sup>5</sup>

The boy is not under the table.<sup>7</sup>

The wheat<sup>1</sup> is in the field. The man is not under the tree.<sup>2</sup> The flower is on the window.<sup>6</sup> The boy is not on the bed.<sup>5</sup> The table<sup>7</sup> is not under the window.<sup>6</sup> The suitcase<sup>8</sup> is not under the bed.<sup>5</sup> The table<sup>7</sup> is not on the waggon.<sup>4</sup> The waggon<sup>4</sup> is not under the tree.<sup>2</sup> The tree<sup>2</sup> is in the field. Is the table<sup>7</sup> behind the bed?<sup>5</sup>

The man picks the peaches from the tree.

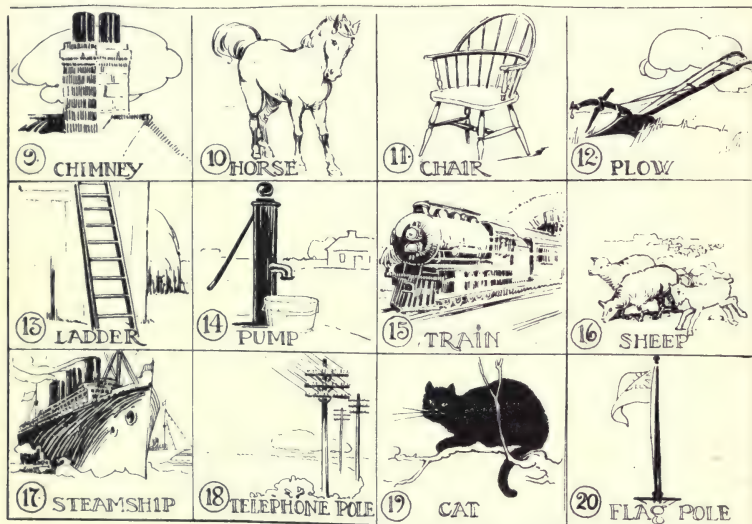
Some peaches are NEAR<sup>1</sup> the man.

Some peaches are ABOVE<sup>2</sup> the man.

Some peaches are BELOW<sup>3</sup> the man.

The boy on the ground puts the peaches from the basket into the box.



*Exercise:*

The chimney<sup>9</sup> is above the house. The horse<sup>10</sup> is not near the plow.<sup>12</sup> The sheep<sup>16</sup> are in the field. The cat<sup>19</sup> is up the tree. The flag<sup>20</sup> is on a pole.<sup>20</sup> The ladder<sup>13</sup> is near the fence. The tub is below the pump.<sup>14</sup> The train<sup>15</sup> is on the track. The ship<sup>17</sup> is in the water. The chair<sup>11</sup> is not near the table.<sup>7</sup>

*Review and drill:*

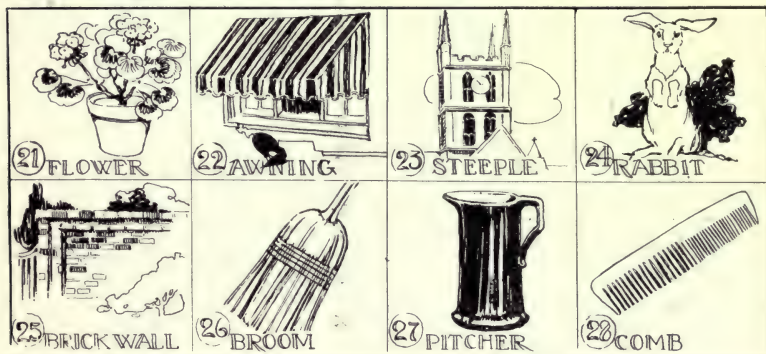
Are the sheep<sup>16</sup> near the waggon?<sup>1</sup> The horse<sup>10</sup> is not below the tree.<sup>2</sup> The clock<sup>3</sup> is not on the chair.<sup>11</sup> The cat<sup>19</sup> is not under the ladder.<sup>13</sup> Is the man on the ship?<sup>17</sup> No, the man is on the train.<sup>15</sup> The cat<sup>19</sup> is not on the chair;<sup>11</sup> under the chair, behind the chair; near the chair. The sheep<sup>16</sup> are not near the pump.<sup>14</sup> The horse<sup>10</sup> is not near the window.<sup>6</sup>

*I am not on the chair.<sup>11</sup>*

I am not on the chair.<sup>11</sup>



Tom and Bill are pals.  
 Tom holds the drills.  
 Bill hits WITH the sledge.  
 It is a BIG sledge.  
 Bill is STRONG.



*Exercise for drill:*

The flower<sup>21</sup> is not on the wall.<sup>25</sup> The pitcher<sup>27</sup> is near the flower.<sup>21</sup> The steeple<sup>23</sup> is above the church. The broom<sup>26</sup> is below the awning.<sup>22</sup> The wall<sup>25</sup> is high. The rabbit<sup>24</sup> is not below the steeple.<sup>23</sup> The girls have two brooms.<sup>26</sup> Is the comb<sup>28</sup> on the table?<sup>7</sup>

*Review exercise:*

The pail is below the pump.<sup>14</sup> The awning<sup>22</sup> is not on the window.<sup>6</sup> John is not at the pump<sup>14</sup> with his pitcher.<sup>27</sup> The boy has a comb.<sup>28</sup> The horse<sup>10</sup> is strong. The cat<sup>10</sup> is not under the chair.<sup>11</sup> The wires<sup>18</sup> are strong. Tom is not near the pump.<sup>14</sup> Tom is on the ship,<sup>17</sup> with his suitcase.<sup>5</sup> The sheep<sup>16</sup> are not near the ladder.<sup>13</sup> The rabbit<sup>24</sup> is not strong. The big pitcher<sup>27</sup> is not on the window.<sup>6</sup>





John HAS a loaf of bread<sup>30</sup>.

The boys HAVE the row boat<sup>35</sup>.

### Exercise for drill:

The bird is in the cage.<sup>31</sup> The boy has the soap and a towel.<sup>29</sup> The water is in the jug.<sup>38</sup> The girl has the cheese<sup>33</sup> in a box. The boy has a knife and fork.<sup>36</sup> The boots<sup>32</sup> are not under the bed.<sup>5</sup> John has the bread<sup>30</sup> and cheese.<sup>33</sup> The boy is near a jug.<sup>38</sup> The rat<sup>40</sup> is not near the cheese.<sup>33</sup> Is the jug<sup>38</sup> near the pump?<sup>14</sup> Put the bread on the table.<sup>7</sup> The mule<sup>39</sup> is not at the pump.<sup>14</sup> The boots<sup>32</sup> are not in the boat.<sup>35</sup> Is the cheese<sup>33</sup> near the jug?<sup>38</sup>

### Review Exercise:

The rabbit<sup>24</sup> is not on the wall.<sup>25</sup> The rabbit<sup>24</sup> is under the wall. The basket is on the ground. The horse<sup>10</sup> is not under the tree.<sup>2</sup> The horse<sup>10</sup> is not near the wall.<sup>25</sup> The comb<sup>28</sup> is not under the pitcher.<sup>27</sup> The window is below the awning.<sup>22</sup> The rabbit<sup>24</sup> is behind the wall.<sup>25</sup> Is the bell<sup>34</sup> on the steeple?<sup>23</sup> The bread<sup>30</sup> is not on the table.<sup>7</sup> Are his boots<sup>32</sup> under the bed?<sup>5</sup> The towel and soap<sup>29</sup> are not on the table.<sup>7</sup>

*Is the broom<sup>26</sup> near the well?<sup>55</sup>*

Is the broom<sup>26</sup> near the well?<sup>55</sup>



Exercise:

The water is in the basin.<sup>50</sup> John has a big cigar.<sup>42</sup> The watch<sup>46</sup> is small. The dog<sup>41</sup> is at the door.<sup>45</sup> The pitcher<sup>27</sup> is in the showcase.<sup>60</sup> I have a chain<sup>58</sup> for the watch.<sup>46</sup> The spoons<sup>51</sup> are not in the basin.<sup>50</sup> The cow<sup>52</sup> is near the well.<sup>55</sup> The letter<sup>56</sup> has a stamp.<sup>56</sup> The tea is in the caddy.<sup>48</sup> The kettle<sup>44</sup> boils. The fox<sup>57</sup> is black. The orange<sup>59</sup> is sweet. The orange<sup>59</sup> is sour. Tom has new gloves.<sup>43</sup> Is the fox,<sup>57</sup> near the barrel?<sup>47</sup> The cat<sup>19</sup> is not on the stairs.<sup>54</sup> The orange<sup>59</sup> is not in the barrel.<sup>47</sup> The pen<sup>53</sup> is not with the books.<sup>49</sup>

## LESSON.

For oral and written drills.—Type sentences which are to be varied and used often:

*Exercise 1.*—I am in the wheat.<sup>1</sup> John cut the big tree<sup>2</sup> at the well.<sup>55</sup> Wind up my clock.<sup>3</sup> He is in the waggon.<sup>4</sup> The bed<sup>5</sup> is near the window.<sup>6</sup> My suitcase<sup>8</sup> is on the table.<sup>7</sup> The big book<sup>19</sup> is under the clock.<sup>3</sup> The horse<sup>10</sup> draws the waggon.<sup>4</sup> Sit in the chair.<sup>11</sup> You are at the pump.<sup>14</sup> Six sheep<sup>16</sup> are in the field. The ladder<sup>13</sup> is near the pole.<sup>18</sup> The ship<sup>17</sup> has a flag.<sup>20</sup> The cat<sup>19</sup> is below the chair.<sup>11</sup> Put the plow<sup>12</sup> in the waggon.<sup>4</sup> Has the man put the plow<sup>12</sup> on the waggon?<sup>4</sup>

*Exercise 2.*—The flower<sup>21</sup> is under the awning.<sup>22</sup> The rabbits<sup>24</sup> dig under the wall.<sup>25</sup> My boots<sup>32</sup> are in the bed.<sup>5</sup> He has bread<sup>30</sup> and cheese.<sup>33</sup> Ring the bell.<sup>34</sup> The boat<sup>35</sup> is coming. The boy<sup>37</sup> lost his comb.<sup>28</sup> The rat<sup>40</sup> smells the cheese.<sup>33</sup> The water is in the pitcher.<sup>27</sup> The ladder<sup>13</sup> is on the wall.<sup>25</sup> The broom<sup>26</sup> is near the door. My knife<sup>36</sup> and fork<sup>30</sup> are lost. The bird sings in the cage.<sup>31</sup> The boy<sup>37</sup> hears the bird. Put the rat<sup>40</sup> in a cage. Comb<sup>28</sup> your hair. The church has a big steeple.<sup>23</sup> The awning<sup>22</sup> is not on the steeple.<sup>23</sup>

*Exercise 3.*—The dog<sup>41</sup> sees the fox.<sup>57</sup> Open the door.<sup>45</sup> In the tea caddy.<sup>48</sup> The cow<sup>62</sup> is near the gate. On the box.<sup>66</sup> Go down stairs.<sup>54</sup> Bring my gloves.<sup>43</sup> The kettle<sup>44</sup> leaks. The gloves<sup>43</sup> are in the box.<sup>66</sup> Put the books<sup>49</sup> on the table.<sup>7</sup> John is at the well.<sup>55</sup> The orange<sup>59</sup> is in the basin.<sup>50</sup> Post my letter.<sup>56</sup> Look in the show case.<sup>60</sup> The top of the box.<sup>66</sup> The cigar<sup>42</sup> is behind the book.<sup>49</sup> We have pencils.<sup>53</sup> Open the door.<sup>45</sup> My watch<sup>46</sup> is right. The clock<sup>3</sup> is above the table.<sup>7</sup>

*Exercise 4.*—The dog<sup>41</sup> is on the boat;<sup>35</sup> near the boat; in the water. The clock<sup>3</sup> is above the table;<sup>7</sup> below the stairs;<sup>54</sup> in the show case.<sup>60</sup> The rat<sup>40</sup> is behind the wall;<sup>25</sup> near the well;<sup>55</sup> below the stairs;<sup>54</sup> under the show case.<sup>60</sup> The orange<sup>59</sup> is in the box; on the ground; under the tree;<sup>2</sup> below the ladder;<sup>13</sup> near the barrel,<sup>47</sup> etc., etc.

I have a hat.<sup>61</sup> It is MY hat.  
 He has an apple.<sup>65</sup> It is HIS apple.  
 She has a photograph.<sup>68</sup> It is HER photograph.  
 You have a newspaper.<sup>69</sup> It is YOUR newspaper.  
 We have a box.<sup>66</sup> It is OUR box.  
 They have an automobile.<sup>70</sup> It is THEIR automobile.



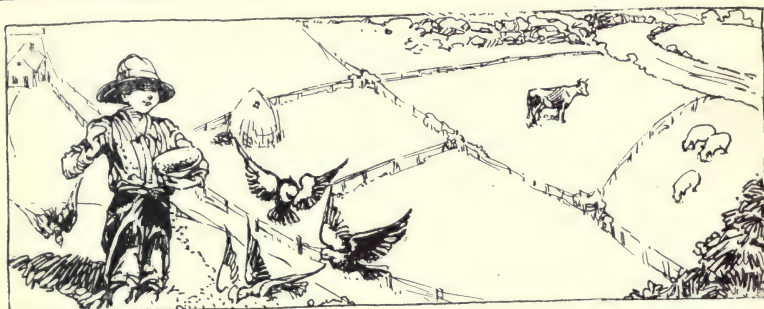
*Exercise for drill:*

Put on my hat.<sup>61</sup> Give me your hat.<sup>61</sup> The sailor<sup>63</sup> sees the rock.<sup>64</sup>  
 Are your apples<sup>65</sup> in the box.<sup>66</sup> She has her scissors.<sup>62</sup> We have the  
 nuts.<sup>67</sup> Your photograph<sup>68</sup> is good. Our apples<sup>65</sup> are bad. Your hat.<sup>61</sup>  
 is near the box.<sup>66</sup> The apple<sup>65</sup> is not under the box.<sup>66</sup> The mother<sup>71</sup>  
 loves her child. The newspaper<sup>69</sup> is not behind the trunk.<sup>72</sup> He has his  
 new automobile.<sup>70</sup> It is big and strong. My hat<sup>61</sup> is not in the box.<sup>66</sup>  
 Your scissors<sup>62</sup> are in her suitcase.<sup>8</sup>

*Review:*

The apple<sup>65</sup> is under the hat.<sup>61</sup> Put the hat in the box.<sup>66</sup> Show me  
 her photograph.<sup>68</sup> Give me the nuts.<sup>67</sup> Look out for the automobile.<sup>70</sup>  
 Put the trunk<sup>72</sup> under the table.<sup>7</sup> His mule<sup>39</sup> is near the tree.<sup>2</sup> The  
 apple<sup>65</sup> is in the basin.<sup>50</sup> The spoons<sup>51</sup> are behind the pitcher.<sup>27</sup> My watch<sup>46</sup>  
 is on the books.<sup>49</sup> Their horse<sup>10</sup> is in our field. The barrel<sup>47</sup> is near  
 the well.<sup>55</sup> We have our soap and towels.<sup>20</sup>





THIS boy. THESE pigeons.  
HERE.

THAT cow. THOSE sheep.  
THERE.



### Exercise for drill:

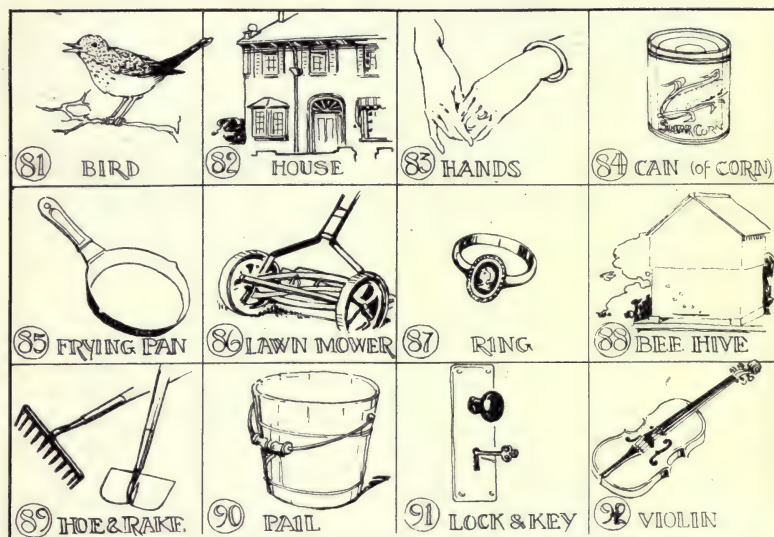
This is my inkstand.<sup>73</sup> That bear<sup>74</sup> is not behind the tree.<sup>2</sup> We have brave soldiers.<sup>76</sup> Those men are strong. This tobacco<sup>78</sup> is good. That handkerchief<sup>79</sup> is yours. His coat<sup>80</sup> is here. Those buttons<sup>75</sup> are above his coat.<sup>60</sup> Your pipe and tobacco<sup>78</sup> is there. This hen has seven chickens.<sup>77</sup> The inkstand<sup>73</sup> is on the table.<sup>7</sup> That trunk<sup>72</sup> is under the window.<sup>6</sup>

### Review:

This pitcher<sup>27</sup> is yours. That horse<sup>10</sup> is not his. That wheat<sup>1</sup> is ripe. These apples<sup>65</sup> are mine. Those birds are below the steeple.<sup>23</sup> That cat<sup>19</sup> sees the birds. Your broom<sup>26</sup> sweeps the floor. My trunk<sup>72</sup> is below the box. His automobile<sup>70</sup> killed my cat.<sup>19</sup> Your horse<sup>10</sup> is in that field. My cow<sup>62</sup> is in this field, under the tree.<sup>2</sup> Post my letter.<sup>50</sup> His sheep<sup>16</sup> are behind the wall.<sup>25</sup> There is my rabbit.<sup>24</sup>



WHEN did he come?  
WHY did he come?  
WHERE did he go?

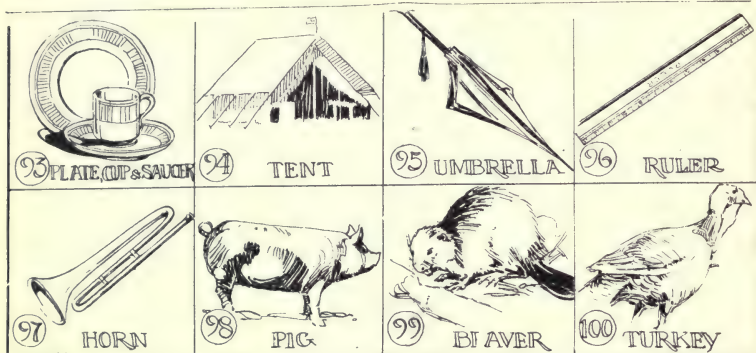


*Exercise for drill:*

The bird<sup>81</sup> sings on the tree. John is at home. Wash your hands.<sup>83</sup> Open the can<sup>84</sup> on the table.<sup>7</sup> She lost her ring.<sup>87</sup> The key is in the lock.<sup>91</sup> Put the key<sup>91</sup> on the window.<sup>6</sup> Play your violin.<sup>92</sup> She has the ring<sup>87</sup> in her hand.<sup>83</sup> Put the pail<sup>90</sup> at the pump.<sup>14</sup> Mow the grass on the lawn.<sup>86</sup> This is your hoe.<sup>89</sup> That is my rake.<sup>89</sup> The bees are above the hive.<sup>88</sup>

*Review:*

Put the fish in the pan.<sup>85</sup> That bird flies over the house.<sup>82</sup> Where is my pipe?<sup>78</sup> Why has John no paper?<sup>69</sup> Where is your boat?<sup>35</sup> Move this trunk.<sup>72</sup> Why is the sailor<sup>63</sup> not on his ship?<sup>17</sup> These chickens<sup>77</sup> are small. See that fox.<sup>57</sup> Light my cigar.<sup>42</sup> Where is the cheese?<sup>33</sup> That horse<sup>10</sup> hears the bell.<sup>34</sup> Your boots<sup>32</sup> are wet. Put the bread<sup>30</sup> and the pitcher<sup>27</sup> on the table.<sup>7</sup> That boy has three sheep.<sup>16</sup>



### Exercise for drill:

Pass your plate.<sup>93</sup> Give me a cup<sup>93</sup> of tea. Go behind the tent.<sup>94</sup> My umbrella<sup>95</sup> is near the tent.<sup>94</sup> Where is the ruler.<sup>96</sup> Measure the tent.<sup>94</sup> The pigs<sup>98</sup> are not near the bridge.<sup>107</sup> The beaver<sup>99</sup> cuts the tree. Blow your big horn.<sup>97</sup> The turkey<sup>100</sup> is not near the pump.<sup>14</sup> Put the pail<sup>90</sup> in the big tent.<sup>94</sup> The dishes<sup>93</sup> are clean. Your umbrella<sup>95</sup> is wet. The turkey<sup>100</sup> is under the waggon. This pig<sup>98</sup> is not near the well. That turkey<sup>100</sup> is big and fat. Use your rulers.<sup>96</sup>

### Review:

Use the names of members of your class in drills such as: John is near the tent.<sup>94</sup> Bill is behind the tent.<sup>94</sup> Tom is under the tent.<sup>94</sup> Dick is on the bridge.<sup>107</sup> John is below the bridge.<sup>107</sup> Fred is in the house,<sup>82</sup> etc.

### Review (general):

That is your horse<sup>10</sup> in the field. Where is my umbrella?<sup>95</sup> John is in the house.<sup>82</sup> Where is the beaver?<sup>99</sup> The turkey<sup>100</sup> is in the box.<sup>65</sup> The woman<sup>71</sup> gives the apple to her child.<sup>71</sup> That trunk<sup>72</sup> has two straps. This bear<sup>74</sup> is not under a tree. Fill your pipe.<sup>7</sup> This bread<sup>30</sup> is old. Those boys have soap.<sup>29</sup> Bring a knife and fork.<sup>36</sup> Put the wheat<sup>1</sup> in the waggon.<sup>4</sup> The man is not up that ladder.<sup>13</sup> This bell<sup>34</sup> rings at noon. That bird sings in his cage.<sup>31</sup> His comb<sup>28</sup> and scissors<sup>62</sup> are here. Get in my automobile.<sup>70</sup> Put the clock<sup>3</sup> in your trunk.<sup>72</sup> The buttons<sup>73</sup> are on his coat.<sup>80</sup> The apples,<sup>65</sup> and nuts,<sup>67</sup> and oranges<sup>59</sup> are in the box.<sup>66</sup> Those flowers<sup>21</sup> are behind the house.<sup>82</sup> Here is the pail,<sup>90</sup> there is the pump.<sup>14</sup> Wash your hands<sup>83</sup> in the basin.<sup>50</sup> Put the basin<sup>50</sup> under the pail.<sup>90</sup>



Exercise: Fill the bottle.<sup>109</sup> The wood is in the stove.<sup>106</sup> The post<sup>114</sup> is not under the bridge.<sup>107</sup> My shovel<sup>102</sup> is here. The big wheel<sup>120</sup> is there. Sweep the floor.<sup>116</sup> His tools<sup>117</sup> are new. Hear the phone.<sup>101</sup> He has a bottle<sup>109</sup> in the basket.<sup>110</sup> A fly<sup>108</sup> is not in the bottle.<sup>109</sup> Obey the policeman.<sup>113</sup> That typewriter<sup>112</sup> is new. Bring your gun.<sup>119</sup> Their tools<sup>117</sup> are sharp. That is not a good map.<sup>118</sup> Fill his basket<sup>110</sup> with apples. Keep off the flower beds.<sup>105</sup> Where is my razor and brush?<sup>103</sup> See the sign.<sup>101</sup>

## LESSON

*Exercise 1.*—Catch my hat.<sup>61</sup> This is my photo.<sup>68</sup> He has the scissors.<sup>62</sup> The rock<sup>64</sup> is in the field. The sailor<sup>63</sup> rows his boat.<sup>35</sup> The nuts<sup>67</sup> are in the box.<sup>66</sup> This is his handkerchief.<sup>79</sup> Put it in the pocket of his coat.<sup>80</sup> The soldier<sup>76</sup> is here. The inkstand<sup>73</sup> is on the box.<sup>66</sup> Keep off the rocks.<sup>64</sup> He is on the boat.<sup>35</sup> The soldier<sup>76</sup> shines his buttons.<sup>75</sup> It is in my trunk.<sup>72</sup> Bring my pipe and tobacco.<sup>78</sup> That hen has five chickens.<sup>77</sup>

*Exercise 2.*—The bees are in the hive.<sup>88</sup> The turkey<sup>100</sup> struts. The violin<sup>92</sup> is on the table.<sup>7</sup> The horn<sup>97</sup> is under the window.<sup>6</sup> The bees<sup>88</sup> are busy. This is his tent.<sup>91</sup> It is ten feet long.<sup>96</sup> Give her a cup<sup>93</sup> of tea. There is fresh water in the pail.<sup>90</sup> The key<sup>91</sup> is in that lock.<sup>91</sup> The bird<sup>81</sup> sings well. The grass is cut. Pass your plate.<sup>93</sup> The beaver<sup>90</sup> of Canada. The bird<sup>81</sup> flies over my tent.<sup>91</sup> Bring an umbrella.<sup>95</sup> The hoe<sup>89</sup> is at the gate-post.<sup>114</sup> The rake<sup>89</sup> is here. Pigs<sup>98</sup> are noisy. Fill the pail.<sup>90</sup>

*Exercise 3.*—Ring the bell.<sup>31</sup> My tools<sup>117</sup> are sharp. The map<sup>118</sup> is new. The logs<sup>111</sup> go under the bridge.<sup>107</sup> Fill the bottle<sup>109</sup> with ink.<sup>73</sup> Put apples<sup>65</sup> in the basket.<sup>110</sup> John has his gun<sup>119</sup> in his hand. Write me a letter.<sup>56</sup> The fence post<sup>114</sup> is strong. The policeman<sup>113</sup> is at the pump.<sup>14</sup> My flower bed<sup>105</sup> is pretty. The fly<sup>108</sup> is a pest. The bottle<sup>109</sup> is near the basket.<sup>110</sup> We sweep the floor often. The map<sup>118</sup> is on the wall. My razor<sup>103</sup> is dull. See the sign.<sup>101</sup> His shovel is here, and his pick.<sup>102</sup> This tent<sup>91</sup> is near the bridge.<sup>107</sup> That log<sup>111</sup> is not big. These are your tools.<sup>117</sup> Where is your gun?<sup>119</sup> Write this letter<sup>56</sup> on the typewriter.<sup>112</sup> Bring my axe.<sup>115</sup> His shovel and pick<sup>102</sup> are here.

*Exercise 4.*—Row the boat<sup>35</sup> to the ship.<sup>17</sup> That bread<sup>30</sup> is stale. Where are the horses?<sup>210</sup> They are there, near the bridge.<sup>107</sup> Tell the boy to put the knife and fork<sup>36</sup> on the table. The water flows below the bridge.<sup>107</sup> John went upstairs.<sup>51</sup> Your watch<sup>16</sup> is too fast. Where are the books?<sup>249</sup> Is your letter<sup>56</sup> from home? Why is the hat<sup>61</sup> not in the showcase?<sup>260</sup> Fill the barrel<sup>17</sup> there under the tree. Mow<sup>86</sup> the grass near the flower bed.<sup>105</sup> Why did he not take his violin?<sup>212</sup> Keep the boy from the hive.<sup>88</sup> Birds<sup>81</sup> are friends to man. Cut the log<sup>111</sup> with your axe.<sup>115</sup>

<b>A a</b>	<b>N n</b>
<b>B b</b>	<b>O o</b>
<b>C c</b>	<b>P p</b>
<b>D d</b>	<b>Q q</b>
<b>E e</b>	<b>R r</b>
<b>F f</b>	<b>S s</b>
<b>G g</b>	<b>T t</b>
<b>H h</b>	<b>U u</b>
<b>I i</b>	<b>V v</b>
<b>J j</b>	<b>W w</b>
<b>K k</b>	<b>X x</b>
<b>L l</b>	<b>Y y</b>
<b>M m</b>	<b>Z z</b>

<i>A a</i>	<i>N n</i>
<i>B b</i>	<i>O o</i>
<i>C c</i>	<i>P p</i>
<i>D d</i>	<i>Q q</i>
<i>E e</i>	<i>R r</i>
<i>F f</i>	<i>S s</i>
<i>G g</i>	<i>T t</i>
<i>H h</i>	<i>U u</i>
<i>I i</i>	<i>V v</i>
<i>J j</i>	<i>W w</i>
<i>K k</i>	<i>X x</i>
<i>L l</i>	<i>Y y</i>
<i>M m</i>	<i>Z z</i>





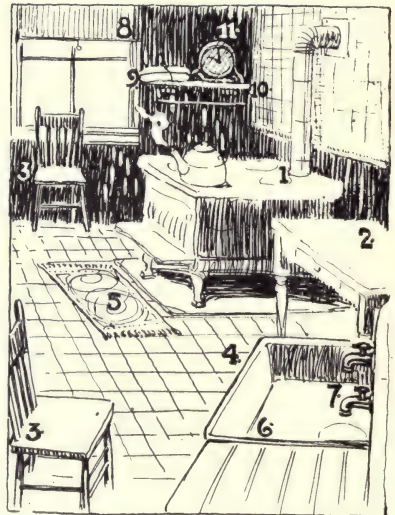
### AT THE MEAT STALL.

Mr. Horn sells good meat:

Steak,<sup>1</sup> and roasts,<sup>2</sup> and sausages,<sup>3</sup> ham,<sup>4</sup> and bacon<sup>5</sup> and eggs.<sup>6</sup> lard,<sup>7</sup> and butter<sup>8</sup> and cheese.<sup>9</sup> We buy our meats from Mr. Horn.

### IN THE KITCHEN.

There is the stove.<sup>1</sup> That is the table.<sup>2</sup> The chairs<sup>3</sup> are near the wall. The floor<sup>4</sup> is clean. Put the mat<sup>5</sup> near the stove. This is the sink.<sup>6</sup> These are the taps.<sup>7</sup> The water is hot or cold. The window-blind<sup>8</sup> is up. Put your parcel<sup>9</sup> on the shelf.<sup>10</sup> That clock<sup>11</sup> stopped at ten o'clock.



AT THE MARKET.

Here are the vegetables. They are fresh from the fields: big cabbages,<sup>1</sup> bunches of celery,<sup>2</sup> and corn<sup>5</sup> on the cob; good heads of lettuce,<sup>8</sup> red onions,<sup>9</sup> and beets<sup>6</sup> in a barrel; turnips<sup>3</sup> on the table, and carrots<sup>7</sup> in the box. Give me two baskets of tomatoes.<sup>4</sup>



THE FRUIT PEDDLER.



The peddler is here. He has his push-cart.<sup>1</sup> "What have you got Mr. Conti?" "Bananas, ripe, good bananas,<sup>2</sup> big pine-apples,<sup>4</sup> and lemons.<sup>3</sup> Strawberries,<sup>5</sup> too, cheap to-day, only five boxes left." "Yes, give me some lemons and three boxes of berries."

## IN THE BARNYARD.



"Count the hens<sup>1</sup> Tom. How many are here? Only twenty-two; there must be more. Do not count the chickens.<sup>2</sup> They are near the stack. They roost on the old rack.<sup>3</sup> The geese<sup>4</sup> will not come close. I must put that turkey<sup>5</sup> in the shed. Hold my feed-tin. That big rooster<sup>6</sup> watches you Tom."

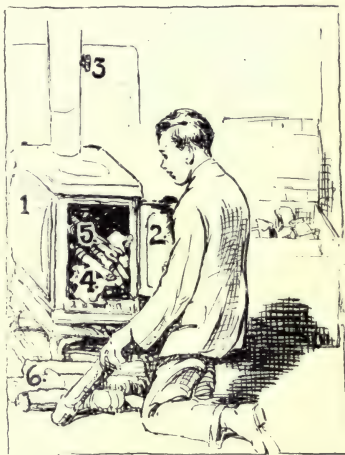
## TO EAT AN APPLE.

I wish an apple.  
 I go to the box.<sup>2</sup>  
 I pick a nice red apple.  
 I take my knife.<sup>3</sup>  
 I peel<sup>4</sup> the apple.  
 I cut it in two.  
 I give half to my friend.  
 We all enjoy a good apple.



TO LIGHT A FIRE.

It is cold to-day.  
 I shall start a fire.  
 I go to the stove.<sup>1</sup>  
 I open the door.<sup>2</sup>  
 I turn the damper.<sup>3</sup>  
 I put in some paper.<sup>4</sup>  
 I add some kindling.<sup>5</sup>  
 I pile on some good wood.<sup>6</sup>  
 I strike a match and close the door.  
 The fire burns well.  
 It warms the room.



CUTTING SOME WOOD.



Tom and Fred will cut some wood. Tom takes a long stick<sup>2</sup> of wood. He puts it on the saw-horse.<sup>3</sup> He takes his saw.<sup>4</sup> He cuts the stick into short blocks. Fred gathers the blocks.<sup>5</sup> He carries them to the back door. He puts them in the wood-box.<sup>6</sup>



## THE LAMP.

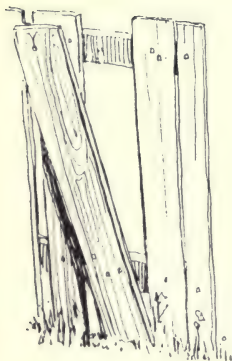
See the lamp!  
 Light the lamp.  
 Do not upset the lamp.  
 John will lift the lamp off the table.

## SUGGESTION.

Drill on words lamp, lift, upset.

Write the following:

*I see the lamp on the  
 table.*



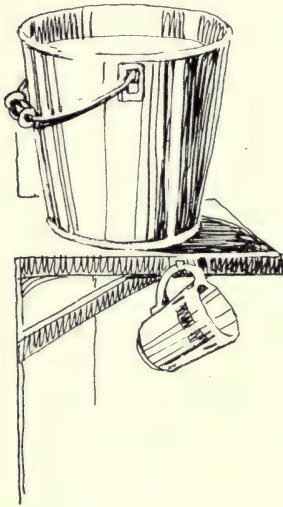
## AT THE FENCE.

Bring a hammer and a saw.  
 We will nail this board.  
 Here are the nails.  
 That is enough—thanks!  
 Hand me the saw, is it sharp?

Write the following:

*Let us nail the board  
 on the hen house.*





THE PAIL OF WATER.

Here is some good cold water.  
 The pail is full.  
 It is just from the well.  
 Will you have a drink?  
 Thanks, that is fine.  
 The hot days make me so thirsty.

Words for drill:

Water, pail, well, thirsty, hot

CLOSE THE DOOR.



The door is open.  
 Who opened the door?  
 It is chilly here.  
 Shall I close the door?  
 Yes, turn the knob and pull the  
 door behind you.  
 Do not forget to shut a door.

Words for drill:

Door, open, knob, close, forget.

## AT THE MOVIE.



Let us go to the movie to-night. I like the Regent. It is near the bridge.

Here we are! Buy a couple of tickets Bill. There is the ticket office.<sup>1</sup> That usher<sup>2</sup> will give us a good seat. I like a seat near the aisle.<sup>3</sup> They have a good orchestra<sup>4</sup> here, and the picture<sup>5</sup> this week is good. We like Canadian pictures best.

Like, buy, give, go.

## SUGGESTION:

Exercises such as the following may be used to encourage the class in the use of English:

What thing is red, thick, broad, short, long, thin, etc.

What is done with water, bread, meat, a table, a door, a knife, a stove, etc.

EATING BREAKFAST.

John is up early. He goes to breakfast. The restaurant is at the corner. He goes in. He sits at the table near the window. The room is bright. The tablecloth<sup>1</sup> is clean. A waiter<sup>2</sup> hands John a menu card.<sup>3</sup> John orders his breakfast. The waiter brings him oatmeal,<sup>8</sup> two fried eggs<sup>4</sup> and some toast.<sup>7</sup> He also has a cup of coffee. The salt and pepper<sup>5</sup> are on the table. The butter<sup>6</sup> is beside him. John eats slowly. He has plenty of time. He finishes his breakfast. He pays at the desk. He goes out to work.



Sit, order, bring, finish, pay, go, eat.

THE DAY'S WORK.

The factory is not far. I have plenty of time. I start work at eight. There are four hours till noon. I have one hour for lunch. I quit at five o'clock. That is a fair day. I do good work. I get good pay.

*Review of words and phrases:*

(a) From illustrated lessons, pages 28-29. Those are sausages. Buy two pounds of steak. Mr. Horn has good ham. Put the butter and eggs in the basket. His bacon is good. Have you a good roast? The lard is in the pail. Look in the window. The kitchen is clean. Put the meat on the table. The sink is near the wall. Have you hot water in the tap? I like vegetables. Give me some corn. There is the cabbage in the box. Where is the celery? Buy some carrots and beets. The lettuce is near the box. Put the tomatoes in the basket. Do you like bananas? There are three lemons on the shelf. The pineapples are not in the barrel.

(b) From illustrated lessons, pages 30-31. There are eight hens. Call the chickens. Are the geese near the haystack? The turkey is big and strong. Put the geese under the shed. Where is the rooster? Have you a dozen eggs? Go to the box near the window. Put the apples in the barrel behind the door. Cut the apple for your sister. Do you like apples? Use my knife, and put it on the window. Let us go to the store. Put the wood behind the stove. Have you a match? Close the door and start the fire. Turn the damper. Bring good wood to the house. The wood-box is full. Saw those long sticks. Do not put the blocks on the floor.

(c) From illustrated lessons, pages 32-33. The cup is not in the pail; the cup is below the shelf. The water is in the pail. The hot days make me drink. Who put the pail on the shelf? Close the door. The day is chilly. Do not forget to turn the knob. Put the lamp on the table. Tom can light the lamp. Bring the lamp to the kitchen. Do not put it on the shelf. Where is the hammer? I have the saw behind the fence. Bring me some nails, and a short board. Nail that board.

(d) From illustrated lessons, pages 34-35. Come with me to the movie. Tom has three tickets. We are late. Can you get a seat? Yes, there are three, near the wall, under the light. They are near the orchestra. They will do. Ask the usher. We can go down this aisle. They have good pictures here. We can go home by the street car. I have tickets. You get a transfer. This table is clean. Hand me the menu. I am hungry. Ask the waiter for more butter. Put milk in your tea. The toast is dry. The eggs are fresh. The coffee is hot this morning. Where is my hat? Let us go to work.

# BOARDING A STREET CAR.

Tom is in a hurry. A street car is at the corner. Tom steps on at the rear end. He hands the conductor<sup>2</sup> a 25-cent piece, and asks for tickets.<sup>3</sup> The conductor hands Tom six tickets.<sup>3</sup> Tom puts one in the fare-box.<sup>4</sup> He tells the conductor he wishes to change from Main Street to Hastings Street. The conductor gives him a transfer.<sup>5</sup> Tom goes inside and takes a seat.<sup>1</sup> When near Hastings Street Tom pushes a button,<sup>6</sup> a bell<sup>7</sup> rings. The motorman<sup>8</sup> stops the car and Tom gets off at the front end.



Step, hand, put, tell, wish, give, take, push, stop.

## SUGGESTION:

Have the members of the class review frequently the words learned in these themes. Test their recognition of them by use of a newspaper or magazine.

The subject-matter suggested in the preceding pages for development in object-words, phrases, and themes should seldom be continued longer than ten weeks. They are intended only for beginners; when enough English has been learned to give a working command of certain words, the topics may be developed in the paragraph form of the lessons which follow, particular attention being paid to the stock-words. Endeavor to build up a fund of a few hundred English words.





THE STREET WORKER.

*Stock-words.*

man  
street  
earth  
trench  
water-pipe  
house  
corner  
wife  
dinner-pail  
shade  
tree  
hour

work  
dig  
send  
rest

This man works on the street. He digs the earth with his pick and shovel. He is digging a trench for a water-pipe to the new house at the corner. At noon his wife sends his dinner-pail with his little boy. The man rests under the shade tree at dinner-hour.

*SUGGESTION.*

The instructor should read carefully the notes on "Method" in the introduction.

Continue to express approval or disapproval, in such terms as: yes, no, good, very good, right, wrong, try again, etc.

*Stock-words.*

woods

bushmen

trees

logs

spruce

pine

good

scarce

work

cut

make



THE "FALLERS."

Frank and Sam work in the woods. They are bushmen. They fell the trees and cut them into logs. Some big trees make six logs. They cut much spruce, but good white pine is scarce.

SUGGESTIONS.

- (1) Review the stock-words of the last lesson.
- (2) Similarly, by action, and by oral and written sentences, make the student familiar with the stock-words of this lesson.
- (3) Review, and continue your study of the personal pronouns.

*Stock-words.*

logs

hundred

month

pine

spring

river

lake

lumber

come

drive

cut

saw



THE DRIVE.

Logs, logs, see the logs! Hundreds of them! Strong men cut them months before in the great pine woods. When spring comes they float the logs down the rivers, and across the lakes to the big mills. There the logs are sawed into lumber.

**SUGGESTIONS.**

By means of oral, written, and action-expression, where possible, drill the stock-words in this and the two first lessons; also the pronouns mentioned and the verb forms "are," "is," "were." This sort of practice may be continued indefinitely, the instructor inventing variations and keeping up the use of them as long as he finds it advantageous.

Review orally, and with the aid of scribblers, black-board and twelve objects the following:

0	naught	6	six	1st,	first	7th,	seventh
1	one	7	seven	2nd,	second	8th,	eighth
2	two	8	eight	3rd,	third	9th,	ninth
3	three	9	nine	4th,	fourth	10th,	tenth
4	four	10	ten	5th,	fifth	11th,	eleventh
5	five	11	eleven	6th,	sixth	12th,	twelfth
		12	twelve				

*Stock-words.*

city  
street  
department  
danger  
cars  
money  
wife  
children  
Russia  
Canada

sweeps  
is  
are  
think  
save  
send  
come



THE STREET SWEEPER.

John Poland works for the city. He works with the street department. He sweeps the streets. The streets are crowded. John is in danger from street cars. John thinks little of the danger. He wishes to save his money. He will send for his wife and children in Russia to come to Canada.

SUGGESTIONS.

Review the following words singly and in sentences: earth, trench, man, house, corner, dinner, shade, pine, cut, woods, bushmen.

Learn to write the following numbers:

13	thirteen	20	twenty	80	eighty
14	fourteen	21	twenty-one	90	ninety
15	fifteen	30	thirty	100	one hundred
16	sixteen	40	forty	200	two hundred
17	seventeen	50	fifty	1,000	one thousand
18	eighteen	60	sixty	1,000,000	one million
19	nineteen	70	seventy		

CANADA:

The population of Canada in 1911, was close on eight million. Have the class write out in figures the present population of the Dominion.



THE STEAM SHOVEL.

*Stock-words.*

car  
steam  
teeth  
gravel  
yard  
engine  
load  
dump

see  
tear  
move  
fill

See the steam shovel. How its teeth tear up the dirt and gravel, a yard or more each time it swings. Toot! toot! that car is full. Move up another. The shovel quickly fills it too. Soon the cars are all full. The engine runs the load to the dump at the lake.

*SUGGESTIONS.*

Use also in oral and written sentences, the following: never, sometimes, once, always, this time, long ago, now, to-day, soon.

*CANADA:*

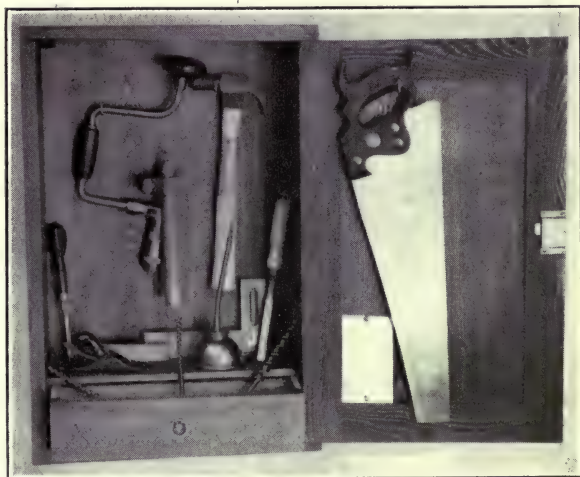
The Dominion of Canada has an area as large as 30 United Kingdoms. It is 18 times the size of France, and would make 33 Italys. On the map of the world compare Canada with Italy and the Mother Country.

The chief seaports of Canada are: Vancouver, Victoria, Prince Rupert, Montreal, Halifax, Quebec, St. John and Sydney. Locate them on the map and indicate parts with which they trade. Account for the growth of the largest cities.



*Carpenters*  
*use :*

rule  
auger  
gimlet  
chisel  
saw  
hammer  
screws  
square  
pliers  
nails  
screwdriver  
ratchet  
oil-can  
plane  
oil-stone



CARPENTERS' TOOLS.

### ROMAN NUMERALS.

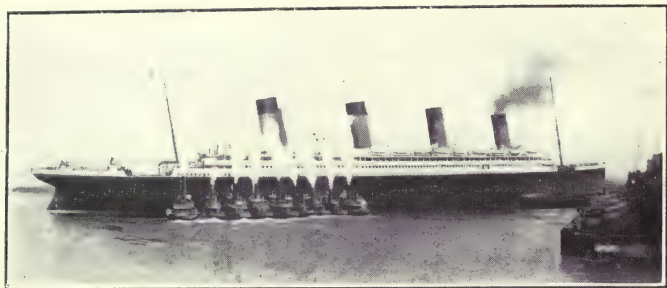
I	II	III	IV	V	VI	VII	VIII	IX	X
1	2	3	4	5	6	7	8	9	10
XI	XX	XL	L	LX	C	D	M		
11	20	40	50	60	100	500	1000		

*Exercise :*

Learn this table :

### MEASURES OF TIME.

60 seconds (sec.)	—	1 minute (min.)
60 minutes (min.)	—	1 hour (hr.)
24 hours	—	1 day (dy.)
7 days	—	1 week (wk.)
365 days	make a year.	
366 days	make a leap year.	



ARRIVAL IN CANADA.

*Stock-words.*

harbor  
tug  
ship  
busy  
passengers  
crew  
trip  
gangway  
friends

What a fine big ship! It has entered the harbor. Soon it will tie up at the wharf. The little tugs puff hard as they help the vessel to its place. See the boys run to the dock as it comes in. The crew have had a busy time. It was a rough trip. The passengers are anxious to land. Some are standing near the gangway. Many friends are waiting for the ship to dock.

## SUGGESTIONS.

anxious  
enter  
tie  
puff  
stand  
wait

Develop the idea of continuous action in verbs by using the following forms, in oral and written sentences:

dig	was digging
send	was sending
rest	was resting
work	was working

## CANADA:

Immigration to Canada is from fifty different countries. Over 400,000 immigrants entered Canada in 1912. Those of British origin form the greatest proportion. The immigration from the United States is also very large.



THE SECTION MEN.

*Stock-words.*

picks  
shovels  
long  
clay

crossing

crowbar

work-train

siding

leave

bring

Leave your picks. Bring your shovels and grub-hoes. We will work to-day in the long clay cut. Yes, bring a few spikes for the crossing. Bring a crowbar, too. Quick, the work-train is at the siding now.

SUGGESTIONS.

Drill objectively, singly and in sentences.

A.

I	we	he	she
me	us	his	her
my	our	him	hers
mine	ours	they	them

B.

ourselves	yourself	himself
ourselves	yourselves	herself

CANADA :

Point out from the map and name the Provinces of Canada. Locate three large cities in each Province.



THE COAL WAGGON.

*Stock-words.*

team  
horses  
tons  
driver  
proud  
harness  
bright  
oiled  
manes  
morning  
oats  
hay  
water  
fresh  
whip  
troughs  
together

See this big team. They haul the coal waggon. They bring three tons at a load. The driver is proud of his horses. He keeps their harness bright and well oiled. He brushes the horses night and morning, and combs their manes. He feeds them plenty of oats and hay, and gives them fresh water at the troughs. He does not use a whip. His horses pull together. They are well kept, and they work well.

## SUGGESTIONS.

Test at sight, by writing on the blackboard, some of the vocabulary words already gone over.

Review some of the verbs most frequently used in the previous lessons and develop also the idea of completed action.

see	send	(were)	
brush	rest	was sending	sent
comb	work	was resting	rested
feed	see	was working	worked
use	feed	was seeing	saw
	dig	was feeding	fed
		was digging	dug, etc.

## CANADA:

In 1911, nearly 80 per cent. of the population of Canada were Canadian born. Oriental immigration is small. The heavy head-tax in recent years has checked the movement from Japan and China. Indians in Canada then numbered about 100,000.

*Body-words.*

human  
head  
limbs  
face  
hair  
ears  
eyes  
nose  
tongue  
teeth  
neck  
arms  
shoulders  
elbow  
wrist  
breast  
hand  
list  
fingers  
legs  
thigh  
knee  
hips  
shin  
foot  
heel  
toes  
body  
muscle



*SUGGESTIONS.*

Use this figure in oral drills to enlarge the vocabulary with the addition of body-words. In conversation with the class, use these words in sentences to convey practical health suggestions.

Give occasional exercises, such as the following, taking care to vary the exercises, in order to prevent automatic response without grasping the meaning of the words: "class stand!" "face right!" "head high!" "heels together!" "place hands on shoulders!" "on head!" "on hips!" "stretch arms forward; upwards!" "heels together!" "toes out!" "bend the knees!" etc.



## DAYS OF THE WEEK.

\* There are seven days in the week.

Sunday  
Monday

Tuesday  
Wednesday

Thursday  
Friday  
Saturday.

## SUGGESTIONS.

Teach the days of the week, and the verb forms: "are," "is," "was," "were," "will be," by drilling the following: To-day is Monday. To-morrow will be Tuesday. Yesterday was Sunday. The day before yesterday was Saturday. The day after to-morrow will be Wednesday. The next day will be Thursday. The day after that will be Friday. This is a fine day. To-morrow may be cold. It is muddy to-day. Sunday was wet and warm. A week ago to-day was also Monday. A week from to-day will be Christmas day. It is dark to-day. The day after to-morrow will be my birthday. These are fine days. Yesterday and the day before were wet days.

Use these exercises:

On ..... we go to church. .... is a holiday. The day after Monday will be ..... We will be paid on ..... He left on ..... for Kingston. To-day is ..... To-morrow will be ..... Yesterday was .....

Paint the dial or face of a clock on a piece of cardboard and pin hands in the centre, or draw one on the blackboard and drill on the following:

It is three o'clock.

It is a quarter past three.

It is ten minutes to three.

It is five minutes after three.

It is 12 p.m.

It is half past three.

It is a quarter to four.

Review by often asking your class to tell the time of day from their watches, and to name the current day of the week.

\* Stock-words have purposely been omitted from this and several other lessons following at intervals. It is suggested that these be treated more as exercises.



SIX O'CLOCK WITH A ROAD-MAKING GANG.

*Stock-words.*

we  
tools  
o'clock  
lamps  
watchman  
night  
daylight  
October  
place  
gather  
put  
cover  
come

Gather the tools, boys. It is nearly six o'clock. Put them in the tool-box. Cover the cement. We have finished for the day. Tony, you attend to the red lamps; light them and put them in their places. The watchman will not be here till seven o'clock. He guards the tools and machines till daylight. The nights are cold in October.

*Exercise:*

Review the following vocabulary words in oral drills:

steam	house	track
o'clock	teeth	grass
place	tool	gravel
flowers	joint	ties
shovel	garden	home
spike	blocks	
town	yard	



WITH THE LIFT-GANG.

*Stock words.*

again  
heave  
hand-car  
spike  
joint  
ties  
track

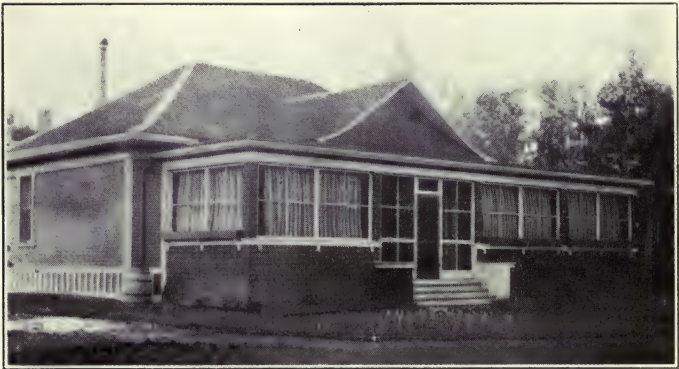
go  
put  
do

Yo-heave! Yo-heave! Again boys! Yo-heave!  
That will do, up a rail. Yo-heave! yo-heave!  
Go about two rails. Now, again, altogether—  
Yo-heave, yo-heave. Yo-heave, yo-heave. That  
will do, boys. Take the hand-car out of the way;  
put a spike in that joint, and tamp those ties  
well. That's the way to line-up a new track.

## SUGGESTIONS.

Test at sight, by writing on the blackboard, some of the vocabulary words already gone over in the three last lessons.

Continue your review of the verbs, in oral drill, and in written exercises, distinguishing between the imperfect and perfect forms.



A WORKMAN'S HOME.

*Stock words.*

outside  
town  
couple  
blocks  
place  
home  
years  
house  
neat  
porch  
grass  
flowers  
garden

live  
run  
own  
pay

I live just outside the town. The street cars run a couple of blocks from my place. I own my little home. It was all paid for two years ago. It is not a large house, but it is neat and clean. We have a little porch at the front, with green grass and some flowers. There is a garden, too.

*Exercise:*

The teacher must illustrate the meaning of each of the following words, objectively, as far as possible:

*Contrasts (Review).*

day	—	night	shut	—	open
before	—	after	wake	—	sleep
better	—	worse	high	—	low
heavy	—	light	big	—	little
sweet	—	sour	rich	—	poor
strong	—	weak	cheap	—	dear
wet	—	dry	cloudy	—	bright



THE WORKMAN'S FAMILY.

*Stock-words.*

glad  
home  
wife  
children  
boy  
girl  
Canada  
mother  
father  
do  
go  
got  
born

I am glad when my work is done for the day. I can go home to my wife and little family. I have four children. The two boys and the little girl go to school. I want them to get good schooling. The baby is only a year old now. All but the oldest boy were born in Canada. George was three years old when his mother and father landed in this country.

## SUGGESTIONS.

Have the class visit a kitchen or cook-camp, or collect for them, common domestic articles, and by a conversational method teach the following names. The words in the list may be written on the blackboard and used in statements, preferably connected into a story.

pitcher	table	kettle
cook	coffee-pot	soap
basin	frying-pan	shovel
stove	tea-kettle	cup and saucer
sink	towel	water tap





THE BUTCHER SHOP.

butcher  
meat  
supply  
roast  
Sunday  
bacon  
people  
pork  
soup  
sausage  
chickens  
turkey  
salmon  
finnan haddie  
market  
goose  
duck

Come with me to the butcher shop. It is not far away. There is always a big supply of meats. I shall get some bacon for frying, and a roast of beef for Sunday. Some people do not eat pork. I buy it sometimes. I am fond of the sausage this butcher makes. He also sells pieces of meat for soup. We can get fowl there, too. He always has a choice of chickens, turkeys, geese, and ducks. No, he does not sell fresh salmon, or finnan haddie. We shall go to the fish market for them.

#### SUGGESTIONS.

(1) Try some easy sight-reading embodying words learned in the vocabularies of former lessons.

(2) Write short stories, and have the class do the same, using some of the stock-words. A great deal of fun can readily be obtained in this practice.

come  
have  
care  
sell  
make



THE GROCERY STORE.

*Stock-words.*

grocery  
grocer  
groceries  
across  
bread  
sugar  
flour  
prunes  
fruits  
vegetables  
cocoa  
butter  
cheese  
milk  
buy  
need  
get  
keep

There is a grocery store just across from our house, at the corner. We also buy bread at that store. We need many groceries: sugar, tea, meal, flour, prunes, rice, sago, raisins, spices, cocoa, and fresh fruits and vegetables. The grocer keeps cheese and good butter. We can always get pure milk from him in bottles.

## CANADA:

Canada has the most extensive fisheries in the world, both salt water and inland fishing. The principal commercial fish caught are: salmon, lobsters, herring, halibut, white-fish, mackerel, sardines, haddock, and cod. Indicate on the map the waters in which these fish are caught.

## PUBLIC SIGNS

TICKET OFFICE	NO TRESPASSING
INFORMATION BUREAU	EXIT
STEAMSHIP OFFICE	KEEP OUT
GARAGE	HANDS OFF
CAFE	HOTEL
FIRE ESCAPE	DANGER
KEEP OFF THE GRASS	PULL
LOOK OUT FOR THE CARS	PUSH
STREET CLOSED	WALK IN
NO ADMITTANCE	SMOKING ROOM
NO SMOKING	WAITING ROOM

## ROOMS TO LET

NOT RESPONSIBLE	OFFICE HOURS
FOR GOODS LEFT	9—12 A.M. 1—3 P.M.
OVER 30 DAYS	VISITORS NOT ALLOWED.

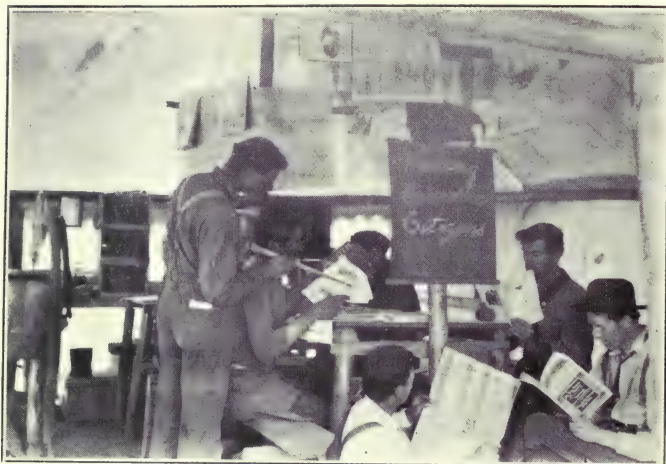
DO NOT CROSS THE TRACKS

## SUGGESTIONS.

Encourage the copying, and bringing to class of any unfamiliar sign. Secure a discarded Sale Bill, or Street Car Advertisement. They make interesting material for class, and are usually simple to read.

## CANADA:

Smaller holdings of land, and more "intensive" methods of cultivation, are being gradually introduced, in some parts of the Dominion. Show views of Niagara district, of the Kootenay district, and of market gardening near Montreal.



## ARE YOU A GOOD CITIZEN?

## The good citizen

Loves God.  
Loves the Empire.  
Loves Canada.  
Loves his own family.  
Protects women and children.  
Works hard.  
Does his work well.  
Helps his neighbor.  
Is truthful.  
Is just.  
Is honest.  
Is brave.  
Keeps his promise.  
His body is clean.  
Is every inch a Man.

## SUGGESTIONS.

Answer in oral sentences, what is done with:  
coal, bread, money, boots, bananas.



LOYALTY TO OUR NEW HOME.

We have come to a new land. It has given us and our children a start under better conditions. On ourselves depends our success in Canada. We must rely on our own efforts; we must be industrious and sober; we must have energy and a determination to get along. We must be truthful. We should love Canada and obey her laws. Let us do our best each day, and we shall succeed. We hope soon to enjoy full Canadian citizenship and to be allowed to vote.



## THE MONTHS AND THE SEASONS.

*The twelve months:*

January..... (Jan.)	July.....
February..... (Feb.)	August..... (Aug.)
March..... (Mar.)	September..... (Sept.)
April..... (Apr.)	October..... (Oct.)
May.....	November..... (Nov.)
June.....	December..... (Dec.)

*There are four seasons in the year:*

Spring, Summer, Autumn, Winter.

The Spring months are March, April, May.

The Summer months are June, July, August.

The Autumn months are September, October, November.

The Winter months are December, January, February.

Autumn is often called Fall.

## SUGGESTIONS.

Show the use of a calendar, and the reading of the dates.



JUNE DAYS.

## A rhyme for the months:

Thirty days hath September,

April, June and November,

February has twenty-eight alone;

All the rest have thirty-one,

But leap year coming once in four,

February then has one day more.



THE SAW MILL.

*Stock-words.*

large  
saw mill  
hundred  
night  
raft  
tug  
winter  
camps  
cities  
lumber

work  
employ  
send  
cut  
tow

We work at the large saw mill. Three hundred men are employed there. It runs night and day. The logs are towed down the lake to the mill. They come in large rafts. Two tugs tow the rafts. The logs we use were cut over a year ago in the winter camps. They are cut into lumber, and posts, and are sent by train to cities and towns in Canada and to Great Britain.

**SUGGESTION.**

From the nouns in this list of stock-words show how "S" is sometimes used to form the plural from the singular.

**CANADA:**

The pulp industry is very important in Canada. There are great areas of spruce and balsam in Northern Ontario, Northern Quebec, and New Brunswick, which will largely supply the future needs for paper making in America. Pulp products are among the most valuable exports of Canada.



INTERIOR OF A BUNKHOUSE.

*Stock-words.*

door  
fire  
stove  
blankets  
chore-boy  
hours  
damp  
wood  
match  
bunkhouse

close  
touch  
bring  
sleep  
sit  
talk  
heat

Close the door. There is no fire in the stove. Our blankets are damp. The chore-boy brought no wood to-day. It needed a fire two hours ago. We cannot sleep well in damp blankets. Throw in the kindling and the dry wood. Touch the match to it. We will sit and talk while the fire heats up the bunkhouse.

*SUGGESTION.*

Have a member of the class perform certain actions pertaining to life in a bunkhouse or barracks, while some other member describes each action as performed.

Give practical talks on the care of a bunk, and the blankets.

*CANADA:*

It has been estimated that 250,000 men in Canada live in bunkhouses. It is important that living conditions be improved.



THE COOK AND OUR FOOD.

*Stock-words.*

good

cook

cookee

bread

cheese

pork

puddings

strong

knife

must

need

use

grab

We have a good cook. His cook camp is large. He needs four cookees to help him. He makes good bread and gives us plenty of meat. I work better when I eat meat and cheese. Puddings and pies do not make one strong. I must cut with my knife and use my fork for eating, not grab with my hands. It is wrong to grab with one's hands or eat with one's knife.

*Review of Verbs:*

settle

wish

start

build

apply

employ

succeed

bring

close

sign

*SUGGESTION.*

*Dramatize*

(a) Checking a trunk at the station.

(b) Renting a room.

(c) Asking one's way on the street.

Have the class criticize in their own words.



DINNER AT CAMP.

*Stock-words*

whistle  
noon  
dinner  
ourselves  
glad  
before  
ready  
most  
thanks  
tea  
bread  
pudding  
now  
potatoes  
go  
listen  
wash  
care  
pass

Listen, there is the whistle! It is noon, and now we shall go to dinner. Let us wash ourselves at the bunkhouse before we go to the cook-camp. Now I am ready. I am glad we sit at the same table.

"Will you have some meat?"

"Yes, thank you. Pass the potatoes, too."

"Do you wish some tea?"

"Just a little, thank you."

"Pass the bread."

"I shall take some rice pudding. I do not care for raisin pie."

## SUGGESTIONS.

Teach the use of the hyphen, as in:

up-to-date    threshing-gang    street-sweeper

## CANADA:

British money has done much to develop Canada.

It has been estimated that the people of the United Kingdom have invested nearly three billion dollars in Canada. These sums have made possible many government, municipal, railway, and public works.





LOGGING ON THE PACIFIC COAST.

Breakfast is soon over. At a quarter to eight the camp foreman orders us out, and we hit the trail for the green woods.

We are not long at work when one of the head "fallers" calls out at the top of his voice, "Tim-ber," and soon a giant fir crashes to the ground. The boss then orders the swampers to clear away the underbrush from the skid-road to the fir that has just fallen. The hook-tender changes the line, and a big hemlock is brought in with which to build up the skid-road. The rigging-slinger moves the block to a cedar stump. The whistle boy gives the engineer the signal, and so the work goes on.

#### CANADA:

The Canadian ports, Victoria, Vancouver, and Prince Rupert, on the Pacific, are well situated for trade with Japan, and the rest of Asia. They will play an important part in after-the-war world trade.



IN THE VAN (CAMP STORE).

"Good-day, Louis."

"Good-day, Mr. Thomas. Is the clerk in?"

"He is out just now, Louis. What do you want?"

"I want some socks and writing paper."

"I'll get them for you. Is there anything else you want?"

"Yes, I want a pair of strong boots and a flannel shirt."

"Thank you. How much does it all cost?"

"Let me see, five dollars and sixty-five cents."

"I shall pay for the socks and paper. They are for myself, but charge the boots and shirt to number thirty-eight; here is his order."

"That's all right, Louis."

"Good-day, Mr. Thomas."

"Good-day, Louis."



**25 CENTS  
CANADA**



**SHILLING G.B**



**LIRA  
ITALY**



**KRONE  
NORWAY**



**RUSSIA  
50 KOPEKS**



**MARK  
GERMANY**



**FRANC  
FRANCE**



**GULDEN  
NETHERLANDS**



**DRACHMA  
GREECE**



**50 SEN  
JAPAN**

COMMON COINS OF OTHER LANDS, CORRESPONDING NEARLY TO THE  
CANADIAN 25-CENT PIECE.

## CANADIAN MONEY.

The cent piece represents the smallest amount of money in Canada.

The dollar is equal to 100 cents.

There are also the following small silver coins:—

The 5-cent piece.      The 25-cent piece.      The 50-cent piece.  
The 10-cent piece.      (quarter dollar)      (half dollar)

Besides the coins, we have the paper money or bills.

The Dominion Government issues the following bills: The dollar bill, the two dollar bill, the five dollar bill, the five hundred dollar bill, and the thousand dollar bill.

The various banks issue the five dollar bill, the ten dollar bill, the twenty dollar bill, the fifty dollar bill, and the hundred dollar bill.


The dollar bill is most common.

One cent is written 1c.

Fifty cents is written 50c.

Three dollars is written \$3.00.

Six dollars and ten cents is written \$6.10.

<div style="display: inline-block; vertical-align: middle; text-align: center;">  </div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <p>The Canadian</p> <p>is worth</p> </div>	{	4 Marks, German
		5 Francs, French
		5 Crowns, Austrian
		5 Drachmas, Greek
		5 Lira, Italian
		4 Crowns (nearly) Norwegian and Swedish.
		200 Kopeks, Russian
		2½ Guldens, Netherlands.

## SUGGESTIONS.

This lesson should be accompanied by the practical handling of coins and bills. Have the class buy and sell common articles.

THE PAYMASTER'S VISIT.

*Stock-words.*

number  
paymaster  
checks  
paper  
pencil  
hours  
month  
overtime  
board  
dollars  
cents  
money  
mother

sign  
pay  
send

My number is eighty-seven. The paymaster is here to-day. We can get our checks. I shall sign this paper first. Where is my pencil? I worked three hundred and four hours this month. We had much overtime. I shall pay my board, then I shall have eighty-two dollars and sixty-three cents (\$82.63) left. I shall send some money home to my mother. I have a good chance now of getting a little ahead.

*Exercise:*

Some phrases to learn. These should be repeated often in oral and written sentences and stories:

all the time.	day before yesterday.
six months ago.	once in a while.
day after to-morrow.	a week from to-day.
in a hurry.	not very often.
the sooner the better.	to-morrow evening.
week after next.	not half enough.
	drop by drop.

CANADA:

Locate the following rivers and tell why they are important:

The largest rivers in Canada are:

*St. Lawrence*, 1,900 miles, flows north-east toward Atlantic Ocean.

*Nelson*, 1,700 miles, eastward into Hudson Bay.

*MacKenzie*, 2,500 miles, flows north to Arctic Ocean.

*Saskatchewan*, 1,200 miles, flows eastward into Lake Winnipeg.

*Peace*, 1,100 miles, eastward into waters leading to Great Slave Lake.

*Fraser*, 700 miles, westward into Pacific Ocean.

*Churchill*, 1,000 miles, eastward into Hudson Bay.

*St. John*, 350 miles, south-east into Bay of Fundy.

Canada has 45 other large rivers between 300 and 700 miles in length.



*Stock-words.*

fruit  
table  
apples  
grapes  
plums  
melons  
peaches  
raspberries  
currants



CANADIAN FRUIT.

Canada is a land of good fruit. Look at this fruit. There are currants, and gooseberries; raspberries and clusters of bright red cherries; big bunches of thick-set grapes, and lovely peaches. There are also big blue plums of different kinds, and juicy well-shaped pears. But chief of all fruits in Canada is the apple. What is finer than a good ripe apple? There are many kinds of apples. Melons and all other fruits are health-giving food. Eat plenty of good ripe fruit, because it is a most wholesome food for hot weather.

*Exercise:*

Use the following in oral and written sentences in class-drill.

Conjunctions: and, or, but either....or neither....nor

**CANADA:**

All Southern Ontario, the valleys of Southern British Columbia, and the lands near the Bay of Fundy in New Brunswick and Nova Scotia, are among the best fruit lands of Canada. Locate these districts on the map, and give talks to the class on the particular fruits grown in each area.



THE MARKET GARDENER.

market  
garden  
vegetable  
acres  
place  
weed  
carrots  
onions  
tomatoes  
beans  
beets  
celery  
cauliflower  
fence  
delivery  
cottage  
grow  
walk  
keep  
do

Mr. Watson is a market gardener. He grows vegetables and sells them in the city. He has only three acres of land, but he grows many vegetables on his small place. He keeps one horse and has a delivery waggon. He lives in that little cottage. Come with me into the garden. We shall walk down this path. Here are carrots, beets, sweet corn, cabbage, and onions, and a little patch of early potatoes, in little plots, one after the other. He does not grow beans, but he has nearly half an acre in tomatoes. He does not let a foot of his garden go to waste; he has no room for weeds. The celery and cauliflower are over on the other side near the fence. It is pleasant to walk through a well-kept garden.



DEVELOPING YOUNG CANADIAN LIFE—SUMMER HOME, ST. CHRYSOSTOM HOUSE.

## ABBREVIATIONS.

Dr. ....	Doctor	W. ....	west
Sr. or Sen. ....	Senior	N. ....	north
Jr. or Jun. ....	Junior	S. ....	south
Supt. ....	Superintendent	etc. ....	and so forth.
A.M. ....	forenoon	i.e. ....	that is
M. ....	noon	viz. ....	namely
P.M. ....	afternoon	% ....	per cent
c. ....	cents	\$ ....	dollar
lb. ....	pound	yd. ....	yard
oz. ....	ounce	R.R. ....	Railroad
Rev. ....	Reverend	Col. ....	Colonel
Gen. ....	General	P.O. ....	Post office
E. ....	east	cwt. ....	hundredweight



A VISIT TO AN ALBERTA FARM.

What a large farm, and what fine buildings. This farm belongs to Mr. Wilson. It contains hundreds of acres. Mr. Wilson grows much wheat and oats and some barley. He has thirty-six horses and seventy cows; also pigs, poultry and a few sheep. Mr. Wilson has success with mixed farming. He has lived in Alberta for twelve years. He has had three bad harvests, but the soil is good, and, after hard work, Mr Wilson has a good farm.

*Stock-words.*

farm  
building  
wheat  
barley  
flax  
oats  
seventy  
harvest

SUGGESTIONS.

Comparison of adjectives by —er and —est.  
Use in sentences—

	long,	longer,	longest.
	bright,	brighter,	brightest.
	sweet,	sweeter,	sweetest.

belong  
grow

Review of verbs in sentences and stories.

contain	line	run	own	* pay	need	take	must
	keep	get	some	sill	make	make	give

## THE VISIT CONTINUED.

*Stock-words.*

dinner  
o'clock  
buildings  
granary  
around  
stables  
horses  
poultry  
across  
windmill  
pump  
binders  
threshing  
orchard  
pump

let  
look  
grow  
chop

Let us go in; we shall have dinner with Mr. Wilson. It is only ten o'clock, so we shall look around the buildings. This is the big barn and granary. There are stables underneath for the horses and cattle. Just across is the piggery and poultry house. Mr. Wilson has a windmill for chopping feed, and for pumping water for the stock. That building near the house holds his machinery: binders, plows, and a threshing outfit. No, there is no orchard; there are only a few trees planted; but, come, dinner is ready; let us go up to the house.



ON THE AVON, STRATFORD, ONT.

## CANADA:

Canada has over 400 million acres of good arable land. Less than one-quarter of it is occupied. Canada as yet does not till more than forty million acres.

Canada raises more than a billion bushels in crops each year.

The great war has taught the people of Canada the value of public utilities, on which all the people depend.





THE CONTRACT.

*Stock-words.*

farm  
Canada  
month  
board  
seed  
plow  
farmer  
season  
harvest  
satisfied

I worked on a farm before I came to Canada. Mr. Wilson needs another man for the summer. I will hire with him for six months. He offered me four hundred and seventy-five dollars (\$475.00) and my board and washing. I like farm work much better than work in a factory. The open air for me! There is much plowing and some seeding to do yet. Summer is the busy season on a farm.

SUGGESTIONS.

Some modern things—explain briefly: Civic playgrounds, street cars, motor vehicles, gasoline, engines, airships, night schools, typewriters, department stores, telephones.

hire  
offer  
work  
need

CANADA:

Western Canada has two-thirds of the total area of Canada. It is four times as large as the United Kingdom. Less than one-tenth of the land area of Western Canada is under cultivation, yet the wheat crop is almost one-third that of the United States.



HARVEST.

*Stock-words.*

ripe  
grain  
cutting  
Monday  
season  
frost  
average  
acre  
shear  
stook  
elevator  
railway  
present

start  
has been  
follow  
thresh  
store

The grain is ripe. We will start cutting on Monday. It has been a late season, but there has been no frost yet. There is a good crop. The wheat will average thirty bushels to the acre.

You follow the binder, and stook the sheaves. This year we will thresh from the stooks. I shall haul it to the elevator at the railway. Number one hard wheat is \$2.20 a bushel at present.

*Review:*

Grocer, across, bread, flour, prunes, fruits, butter, cocoa, cheese, bacon, butcher, turkey, chickens, salmon, goose, exercise, muscle, blood, oxygen, health, ticket, engine, train, fare.

**CANADA:**

Wheat is the great cereal crop of Canada. Its annual value exceeds 500 million dollars. Hay and oats are also important crops, with a yearly value of nearly 200 million dollars. Potatoes and sugar beets are the most important of the root crops, with a combined value of 100 million dollars.



BREAKING PRAIRIE LAND.

### THE SOIL.

The soil is nature's storehouse of plant food. We should vary the food of plants by rotation of crops.

Humus is the remains of plant and animal life. It makes soils dark. It increases heat and holds water. It contains all the food necessary for the growth of plants. We should keep up a constant supply of humus or plant food by the use of fertilizers or manures.

Cultivate your soil well and give it plenty of humus, and it will store more moisture for the plant. Do not let the soil become hard.

#### *Drill.*

fly —plural flies — change y to i and add es.

city —cities.

lady—ladies.

#### CANADA:

Provision is made in Canada for the settlement of industrial disputes by means of "Conciliation Boards." Fair wages may always be demanded.

*Stock-words.*

Ontario  
government  
price  
bush  
loan  
shack  
spruce  
industrious  
comfortable  
home  
family  
settle  
require  
succeed  
build  
will have

## TAKING UP LAND IN NORTHERN ONTARIO.

I am going to settle in New Ontario. I can get 160 acres of land from the Provincial Government, for a low price. There is much bush on the land. It will require hard work to clear it, but I will succeed. I shall build a small shack of spruce logs, and make a clearing to plant potatoes this summer. If I am industrious, the Government will give me a loan to buy some stock, and to help clear my place. In a few years I shall have a comfortable home for my family.

## CANADA :

Both the Dominion and the Provincial Governments extend assistance to deserving settlers in Canada. Loans extending over long periods at lowest possible rates of interest are frequently advanced. The returned soldiers are specially assisted.



*Stock-words.*

government  
agent  
public  
land  
information  
affidavit  
facts  
correct  
family  
shack  
wish  
take  
apply  
show  
give  
fill

TAKING UP LAND IN THE WEST.

I wish to take up land. I apply at the Government land office, and the agent shows me what lots are open for settlement. He questions me, and gives me a blank form to fill out. I take it home and fill in the information. I take it back to the agent, and make affidavit that the facts are correct. I pay \$10.00 as a fee, and go at once on my homestead. As soon as the shack is up, I bring my wife and family.

SUGGESTION :

Some modern things in Canada—Explain briefly :

Parcel post, motor boats, labor unions, consolidated schools, rural mail delivery, technical schools, wireless telegraphy.

CANADA :

In 1918 Canada had the following live stock. Compare with the current year :

Cattle .....	6,000,000	Horses .....	3,000,000
Swine .....	4,000,000	Sheep .....	2,000,000



*Stock-words.*

## LEVI TREAT'S SUIT.

suit Levi Treat is going to buy a new suit. He  
 holiday wants a good suit for Sundays and for holidays.  
 grow He enters the store of William Cook & Son. The  
 trousers clerk shows him many suits. There are winter  
 sleeves suits, and lighter suits for summer. Levi wants  
 summer a suit that will do for both winter and summer.  
 winter He tries on several coats. The sleeves are too  
 merchant long for him, and the vests are a little tight, but  
 purchases a dark gray suit fits him well, and the trousers  
 shoes can be shortened a trifle. The price is \$16.00.  
 please Levi then buys a hat for \$2.50, and a pair of  
 buy shoes for \$4.00. The clerk makes him a present  
 want of a tie. Levi comes home well pleased with his  
 try purchases.

## SUGGESTIONS.

enter Review the body-words from page 45. In a similar  
 try manner, drill objectively on the stock-words of this  
 lesson, using the different parts of your clothing by way  
 of illustration.

We make clothes from cloth. These are the names of some kinds of cloth:

silk	velvet	tweeds	muslin
linen	satin	serges	woollen
flannel	calico	shoddy	cambric

## CANADA:

In 1911 nearly one-half of the population of Canada lived in cities or towns of 5,000 and upward.

Canada had then 90 cities and towns with a population of over 5,000.

There were then six cities in Canada with a population of over 100,000—Montreal, Que.; Toronto, Ont.; Winnipeg, Man.; Vancouver, B.C.; Hamilton, Ont.; Ottawa, Ont.

“THE SALESMAN.”

*Travel words.*

passenger  
tourist  
season  
ticket  
fare  
return  
engine  
train  
cars  
conductor  
engineer

“I must go west to-night, mother.”  
“Where are you going, George?”  
“I shall go to Winnipeg, and perhaps through to Calgary.”  
“Oh, dear, you do not stay home long. When will you be back?”  
“I shall not be gone a month this time, mother, I am going by the C.N.R. and the North Shore, but shall return by the C.P.R. and take the boat from Fort William to Port McNicoll. You can look for me about the 20th. Yes, I shall take both handbags, but do not bother about them till evening.”

SUGGESTIONS.

Drill the following, in oral and written sentences, and stories:

‘ly’ meaning full of:

like—likely

bad—badly

quick—quickly

true—truly

slow—slowly

also ‘ful’

truth—truthful

care—careful

health—healthful

joy—joyful

hope—hopeful

cheer—cheerful

and ‘y’

dust—dusty

snow—snowy

cloud—cloudy

slush—slushy

mud—muddy

rain—rainy

Teach the use of the interrogative pronouns, who, whom, whose, which, what; also of the interrogative mark, as, Who is that man? Whom did you meet? Whose book is this? etc.

## IN THE STORE.

"I wish to see your men's suits."

"Just come this way. We have some good values."

"Show me some good, strong tweed suits."

"This lot sells at \$22.00 a suit."

"I think a blue serge will be better."

"These give good wear. This is size 40. Try it on."

"The coat and vest fit well, but the trousers are too long."

"We can alter them if you wish to take the suit."

"I think I shall take it: you said \$28.00?"

"Yes, and it will wear well. Is there anything else?"

"Yes, I need a pair of shoes."

"Let me show you some nice foot-wear."

"What is the price of this pair?"

"They sell at \$5.50. Try them on."

"They are an easy fit. I'll take them."

"You will be well satisfied. Shall I send them, too?"

"If you please."

"They will be sent at noon. Here is your receipt."

"Thank you."

"Good morning and thank you."

*Stock-words.*

suits

tweed

serge

vest

price

value

footwear

noon

receipt

wish

come

show

satisfy

send

Drill on the following, preferably by using the words in sentences:—

*Women's wear:*

shoes

waist

hat

stockings

apron

muff

rubbers

belt

collar

dress

jacket

gloves

skirt

shawl

cape

*Men's wear:*

vest

trousers

sweater

socks

hat

overalls

overcoat

boots

necktie





### FAMILIAR CANADIAN BIRDS

1. Ruby-throated Humming Bird
2. Cedar Waxwing
3. Cliff Swallow
4. Blue Jay

5. Barn Swallow
6. Chickadee
7. Kingbird
8. Redpoll





#### FAMILIAR CANADIAN BIRDS

9. Northern Shrike  
10. Yellow Warbler  
11. Song Sparrow  
12. Robin

13. Snow Bunting  
14. Junco  
15. American Goldfinch  
16. House Wren





### ON THE WING.

These are the birds most common in Canada. There are in all 1,300 kinds of birds. We have only 325 kinds in the Dominion.

There are only three birds throughout the country that may be said to be destructive. These are the crow, the blue jay and the blackbird. The crow is a thief and a murderer; he robs other birds' nests, and he eats the young birds and young game.

All the other birds are our friends. The shrike or butcher bird, the bobolink, the meadow-lark, the oriole, the woodpecker, the cuckoo, all these are useful birds. They eat caterpillars and cut-worms. They destroy insects. These birds also eat rats and mice which destroy the grain.

Most birds too are scavengers. They eat up dead matter that would otherwise rot and bring disease.

Many of the birds in Canada may be used as food. Care should be taken to preserve the bird life of the country. The game laws pertaining to birds of all kinds should be carefully observed.



Some vowel changes for the plural.  
Use in sentences and stories:

mouse — mice	wife — wives
knife — knives	leaf — leaves
loaf — loaves	tooth — teeth
man — men	foot — feet



GOOD FOOD.

Buy only good food. You must eat good food to keep well. You must keep well to work well and to enjoy life. Some foods are wholesome and nourishing; others do the body harm rather than good.

Fresh meat, fresh fish, and new-laid eggs are good foods. Drink plenty of fresh, pure water, and good, clean milk. Bread is often called the staff of life. Honey is a good food. Eat vegetables and plenty of fresh ripe fruit. Choose only good foods.

#### SUGGESTIONS.

Review and drill on the following words:

market  
tomatoes  
acres  
fruit

carrots  
melons  
celery  
peaches

beets  
contain  
plums  
o'clock.

SICKNESS.

*Stock-words.*

germ  
sickness  
disease  
body  
sores  
temperate  
exercise  
breathe  
poison

One does not like to be sick. We must all fight against disease. Tiny little forms of life called germs cause disease. They may do it in different ways: we may breathe them in; they may be caused by cuts and sores which poison the body; or they may be taken in with our food.

For some days John Thornton has not been well. He cannot eat or sleep. He is too weak to work. He has severe pains. His friends advise him to go to the doctor. The doctor questions his patient. He uses his instruments to find the cause of the illness. John is seriously ill. The doctor writes out a prescription. The druggist down the street will fill it out. The man must take this medicine to be cured.

Here are some of the ways to fight against germs and sickness:

Keep clean.  
Breathe pure air.  
Eat good food.  
Be temperate.  
Take plenty of exercise.



GOOD FOOD FROM A WAR GARDEN IN NEW ONTARIO.

Review and drill-words to be used in sentences and stories: bush, shack, spruce, family, home, government, number, pencil, dollars, money, overtime, cook, cheese, sawmill, winter, store, blanket, hundred, camps, chore-boy, night, lumber, match.





"HELP KEEP YOUR CITY CLEAN."

*Stock-words.*

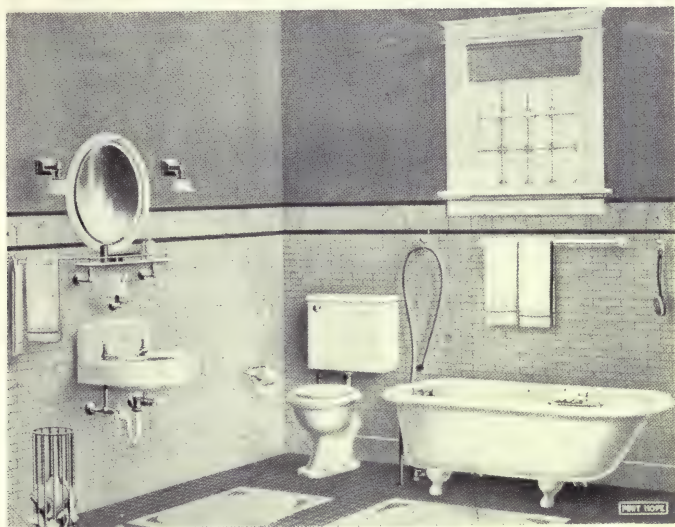
dirty  
yard  
rubbish  
kind  
basement  
drains  
disease  
milk  
eatables  
sun  
rooms  
sick  
come  
keep  
carry  
need

CLEANLINESS.

What a dirty yard! There are piles of rubbish, ashes, and filth of all kinds. We must keep the backyards and basements clean. The drains and gutters must not be blocked. Soon the flies will come. They carry disease-germs to the cooking, and to the milk and other eatables. We should burn or remove all refuse. The fly's birthplace is in filth. Open the windows; let in the sun and light to our rooms. Then we shall not become sick, and baby will be healthy and we shall not need the doctor.

CANADA:

Labor is well organized in Canada. The Union protects and assists the worker. Become an active member of a Union. The different provinces have established Departments of Labor. The Federal Government has placed labor bureaus at the large industrial centres of Canada to assist in regulating the needs of labor throughout the Dominion. Labor is rapidly assuming a larger place in the government of Canada.



VUE OF A SANITARY BATHROOM.

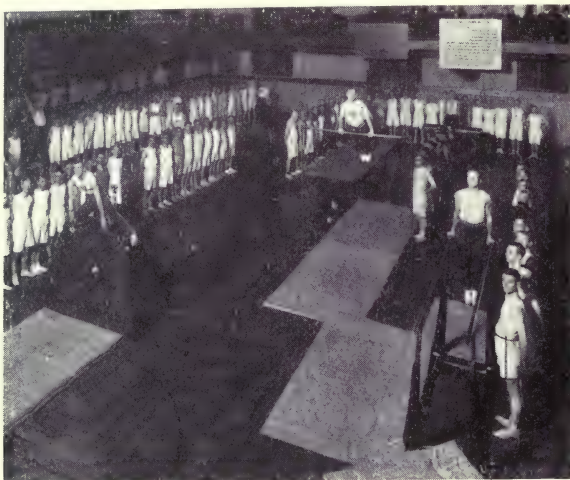
*Stock-words.*

bath  
necessity  
frequently  
hands  
brush  
yourself  
towels  
better  
  
bathe  
cleanse  
look  
feel

PERSONAL CLEANLINESS.

The bath is a necessity. Bathe frequently. Use plenty of warm water and soap. Wash the hands with a brush and use a cloth to cleanse the body. Dry yourself thoroughly with a good, clean towel.

Take a bath every day—it is not too often. You will look better, you will feel better; bathing helps to keep you well. Clean, healthy men are always good citizens. Doctors advise a good sponge bath every morning. This is invigorating and will greatly lessen the doctor's bills, and at the same time increase one's earning power by keeping him well. A hot bath should be taken at least once a week, just before going to bed.



BODY-BUILDING, Y.M.C.A., QUEBEC CITY.

### THE LOW COST OF HEALTH.

Do not overlook the fact that many of the best things of life can be had for nothing.

It costs nothing to stand up and walk and breathe properly.

Fresh air in the home is free.

There is no expense in taking a few simple exercises every morning.

It costs nothing to select the food best suited to the body.

It costs nothing to clean the teeth every day.

It costs no more to read good books than trashy literature.

A cheerful, happy disposition costs nothing, and is a passport for the bearer.

#### SUGGESTIONS.

Mention advantages offered for swimming and baths by athletic clubs, municipal baths, church clubs, Y.M.C.A., K. of C., Salvation Army, etc.

#### *Review:*

Bush, shack, spruce, family, home, government, affidavit, facts, number, pencil, dollars, money, overtime, cook, pudding, cheese, bread,



SETTLEMENT WORK BY TORONTO UNIVERSITY.

### SUGGESTIONS FOR FIRST AID.

Burns and  
Scalds  
Fainting

Apply cloths soaked in linseed or olive oil.  
Lower head, elevate feet, undo the clothes,  
give plenty of air, sprinkle the face with cold  
water.

Fits

Loosen the clothing about the neck, give plenty  
of fresh air.

Sprains

Elevate and rest the limb, apply cold water  
cloths.

Sunstroke

Loosen dress at neck, apply cold water to the  
head.

Bite of Dog

Tie tightly by a cord, the side of the limb  
nearest the heart. Suck the wound; apply a good  
wash of Condy's fluid or a weak carbolic solu-  
tion.

Cuts

Wash the wound with hot water as hot as  
patient will bear. Dry the edges, and apply ad-  
hesive strips, thus drawing the sides together.  
Paint with iodine, and cover with gauze. If cut  
is deep, send for a physician.



AT THE MINE.

*Stock-words.*

oil  
underground  
shift  
level  
vein  
pay-ore  
hand  
drill  
machine  
dump

shows  
work  
handle  
use

Go to the oilhouse and bring some oil. We must go underground to-night. Our shift is from 11 p.m. to 7 a.m. We will work on the 300-foot level. The vein there is not wide, but it shows rich pay-ore. It will be mostly hand work; we cannot use the machines in that gallery. Joe will stay above. He will handle the dump cars.

## SUGGESTIONS.

Some expressions relating to work. Explain the meaning of each; have the class use them in sentences.

The Superintendent, or Super.

foreman  
by the piece  
by the day  
by the hour  
out of work  
piece-work  
steady work

pay day  
help wanted  
working day  
a small contract  
let by day-work  
an apprentice  
a machine-hand





COLLIERY NEAR GLACE BAY.

*Stock-words.*

timbermen  
roof  
cracks  
slope  
sprags  
wheels  
brushers  
haulage  
empty  
landing-tender  
shaft  
level  
gallery  
output  
average

fix  
notice  
watch  
tell

HEARD IN A COAL MINE

“The timbermen will be along in an hour; get them to fix up that bad spot in the roof. Tell them to put plenty of props under it. I do not like the look of those cracks. That slope, too, needs watching; use plenty of sprags on the wheels. Things were bad enough on the east level, but this is worse.

“I see that the brushers have cleared away that pile of rock. There should be no delay now in getting the coal out to the main haulage. Why is it you are short of empties? I noticed three near the shaft.

“The landing-tender at No. 3 level has not had a full box yet this morning. This gallery is not any better. No wonder our output is below the average this month.

CANADA:

In 1918 the annual value of minerals mined in Canada was about \$200,000,000. Of this amount, British Columbia furnished nearly one-half, and the Province of Ontario about one-quarter.



WITH ORE FOR SMELTING.

*Stock-words.*

ore

mine

foundry

steel

blast-furnaces

limestone

intense

pig-iron

cast-iron

stoves

engines

moulds

bring

smelt

melt

manufacture

rolled

## IRON AND STEEL.

Three boats arrived to-day with ore from the mines. They brought it from Newfoundland. The iron ore must be smelted before it is ready for the foundries and steel mills.

Let us go over to the blast-furnaces. The fires are kept burning with coke and limestone, day and night. How they glow with the intense heat. The great heat melts the ore and changes it into another form of iron. The iron is drawn from the blast-furnace at a tapping hole, and is allowed to cool in beds of sand. This form of iron is called pig-iron.

Bars of pig-iron are loaded on cars and sent to the iron-foundry, where it is again melted and then poured into moulds. This form of iron is known as cast-iron. It is used largely in the manufacture of stoves, fences, bedsteads, etc.

Some of the pig-iron is sent to the mills to be rolled, and manufactured into steel. Steel is used in very many ways. It enters largely into the making of tools, ships, machinery, wire, engines and steel rails.

AT THE MINE (ABOVE GROUND).

*Stock-words.*

brakeman  
chum  
Wednesday  
scale-house  
coke  
amount  
train  
furnace

charge  
work  
go  
load  
weigh  
dump

"Jack, you will work as brakeman on No. 1 motor. Your chum has gone to help load ore; they were short a man this morning. He can stay there till Wednesday. First take your load of ore to be weighed at the scale-house. Then take on three cars of coke and some slag. Be careful to have the correct amount of each. Your train will then be ready for the furnace. Let the men there dump the charge. That is not your work."

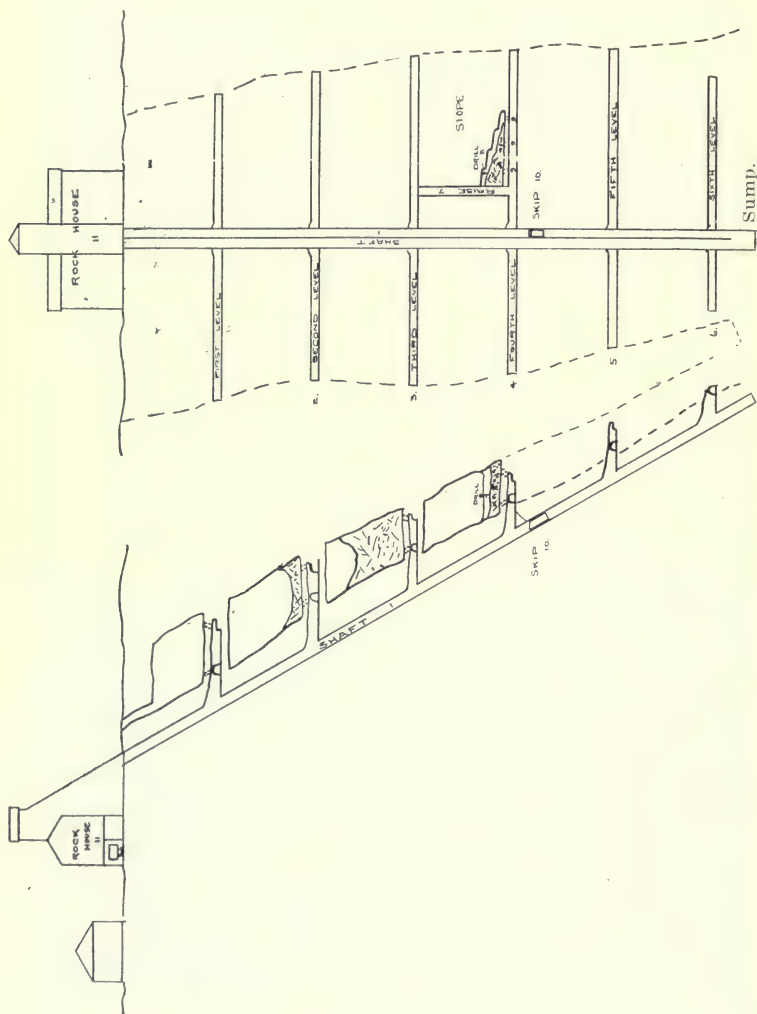
CANADA:

Canada has the greatest nickel mines in the world. Her silver mines, too, are unsurpassed.

Canada has a coal area of over 100,000 square miles. At present Nova Scotia produces over half of the total coal output of the Dominion. The Crow's Nest Coal Mines of British Columbia and the Drumheller Mines of Alberta are also important coal producers in Canada.



TOTE ROAD TO THE CACHE AND PROSPECT.



### HOW A MINE IS DEVELOPED.

Mr. White has several mining claims. On one of them is a deposit of valuable mineral, and he is advised to mine it.

After much preparation a shaft is sunk, and from this shaft the ore-body is cross-cut at convenient levels. Drifts are also driven along the ore-body to the ends of the deposit. At intervals along these drifts, raises are put up into the ore. These are timbered and made into chutes. The ore is drawn off through these chutes into small cars or trams and taken to the shaft, where the ore is dumped into skips and hoisted to the rock-house at the surface. In the rock-house the ore is sampled and sorted to prepare it for shipment.

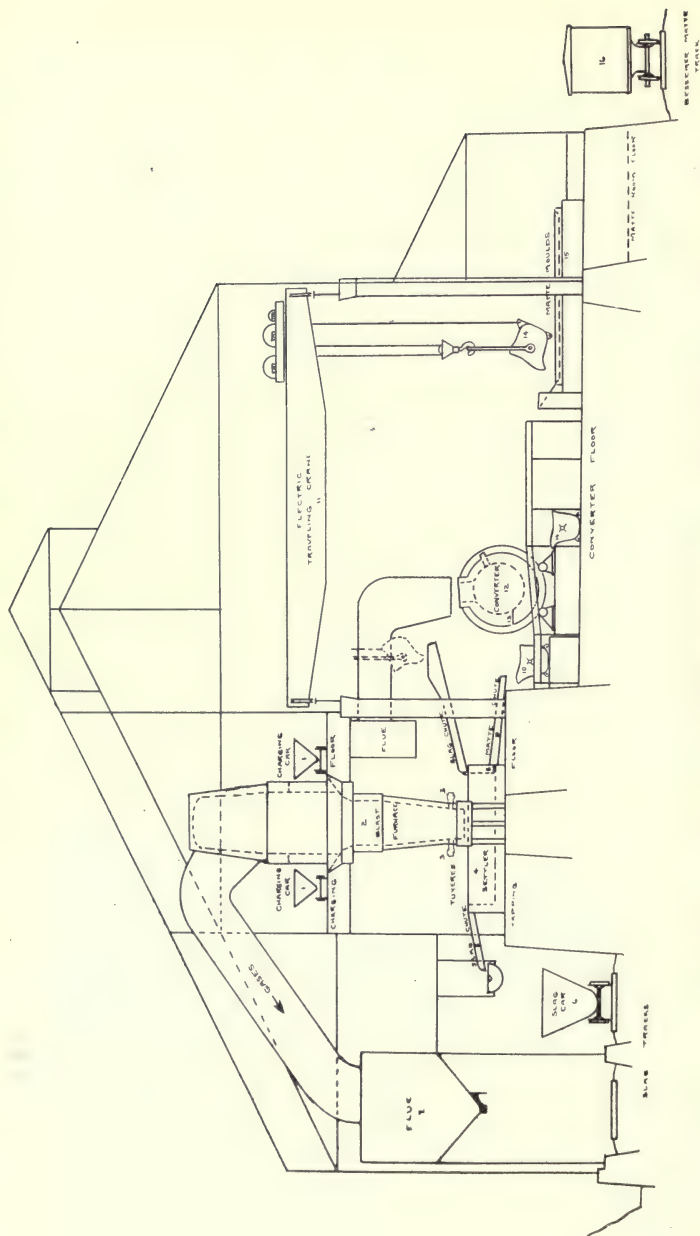
At the bottom of the main shaft a sump is cut in which the water and drainage of the mine is collected. Steam pumps are used to lift the water from the sump to the surface.

As development proceeds in the mine it is sometimes necessary to sink a winze to find if there is any more ore below the bottom workings.



AMONG THE THOUSAND ISLANDS.





IN THE SMELTER.

### SMELTING NICKEL ORE.

The ore to be smelted is taken by train to a large central smelter. There it is dumped into big storage bins. After being sampled and broken, it is mixed with coke and fluxes, and loaded into small cars which carry it to the charging floor. There the contents of the cars are dumped into the huge blast furnaces, where they are subjected to intense heat. Air is constantly forced into the furnace from small tuyeres at the bottom. This air helps to reduce the molten mass of ore. A scum of metal refuse is formed, which overflows from the settler and runs by means of chutes into slag-cars to be carried off as waste.

The nickel and other products, such as copper, which may be present, are drawn off as matte from a tap hole. This matte is run into large ladles which, in turn, are carried by the big electric crane and emptied into the converter. More heat and air are supplied and the mass now becomes known as Bessemer Matte.

Passing from the converter the Bessemer Matte is again poured into ladles and carried by the powerful crane to the matte moulds. There it is allowed to cool and harden. The pieces of Bessemer Matte are then taken to the matte-room, where they are broken, and later are loaded into box cars to be taken to the refinery.

At the refinery the matte is again treated to remove the nickel.

Nickel is used for commercial purposes. It is shipped to the great industrial centres throughout North America and Europe.

The chief nickel refinery in Canada is at Port Colborne, Ontario. The huge plant covers many acres.

Canada produces 80,000,000 pounds of nickel annually.



STEAM LOG-HAULING, SUDBURY DISTRICT, NORTH SHORE.

*Stock-words.*

measure  
ounce  
yard  
foot  
square  
pound  
bushel  
peck  
quart  
gallon

SOME THINGS TO REMEMBER.

That there are 16 ounces (ozs.) to one pound (lb.)

That there are 100 lbs. in one hundredweight.

That 2,000 lbs. make one ton.

*Twelve things* make a dozen, twelve dozen make one gross.

Repeat this:

2 pints (pts.) — 1 quart (qt.).

4 quarts (qts.) — 1 gallon (gal.).

2 gallons (gal.) — 1 peck (pk.).

4 pecks (pks.) — 1 bushel (bus.).

When buying vegetables, remember that potatoes, beans, onions, carrots, beets—weigh 60 lbs. to the bushel.

SUGGESTIONS.

Explain the use of the following:—

In spite of this  
Notwithstanding  
For all that  
In consequence

At the same time  
In addition  
Likewise  
On the contrary

# CANAL SYSTEMS.

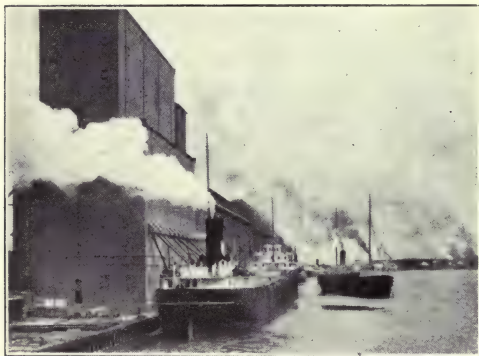
Canada has spent a great sum in developing her waterways. There are six canal systems.

1. From Fort William to Montreal, including Sault canal and Welland canal.
2. From Montreal south to near Lake Champlain.
3. From Montreal to Ottawa.
4. From Kingston to Perth.
5. The Trent system—Lake Ontario to Lake Huron (not completed).
6. From Atlantic Ocean to Bras d'Or lake in Nova Scotia.

## SUGGESTIONS.

Indicate these routes and discuss in class.

Locate each port for the class. Tell something important about each place. Show the movement of wheat each year from the West to the head of the lakes, thence to ports on the lower lakes, and later to the ocean ports. Mention the work of the great storage and terminal elevators at Ft. William and Port Arthur.



LOADING GRAIN AT GOVERNMENT ELEVATORS.

Acquire the use of the following:

conductor  
chauffeur  
janitor  
blacksmith  
doctor  
dressmaker

musician  
builder  
publisher  
inspector  
machinist  
collector

manufacturer  
watchman  
workman  
motorman  
storekeeper  
bookkeeper

engineer  
miner  
plumber  
clerk  
agent  
lawyer

*Stock-words.*

freighter  
carrier  
between  
locks  
canal  
Welland  
merchandise  
Europe  
mills  
ore  
cargoes  
rapid

run  
pass  
load  
receive  
return

## THE LAKE CARRIER.

This is a lake carrier. It is a package freighter. It runs between Kingston and Fort William. It is not a long boat as it has to pass through the locks of the Welland Canal. It goes up the Great Lakes, loaded with boxes of merchandise for Western Canada. At the head of the lakes it will receive a return cargo of flour or wheat for the mills in Ontario, or for shipment to Europe.

Some lake boats are very long. They carry coal from American ports on Lake Erie to points on Lake Superior, and return with huge cargoes of iron ore.

Traffic on the inland lakes of Canada has made large increases in recent years.

## CANADA:

Some Canadian ports on the Great Lakes: Name and locate the following: Fort William, Port Arthur, Sault Ste. Marie, Owen Sound, Collingwood, Sarnia, Port Colborne, Toronto, Kingston.





TYPE OF FOREIGNERS WHO SEEK TO MAKE THE BEST OF  
THEIR OPPORTUNITIES.

### HOW TO ADVANCE IN MY WORK.

Advancement often depends upon having a workable knowledge of English—give some examples that have come under the observation of the members of the class.

Show that usually the man who is a “knocker” or has a “grouch” does not advance—Why?

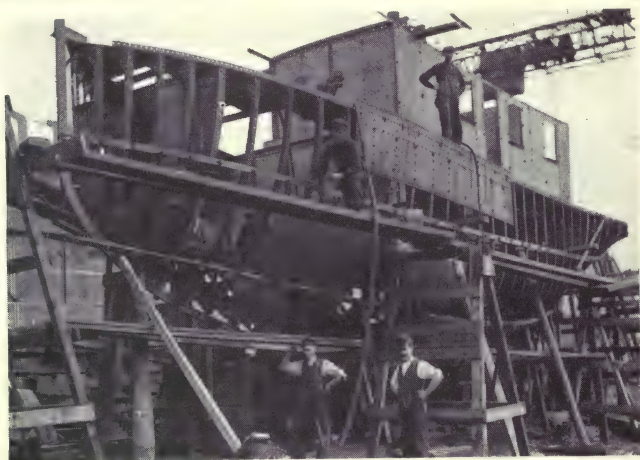
Show the relation of good health, good habits, and willingness to work, to advancement.

Have frequent class discussions on the best way for advancement.

#### SUGGESTIONS.

Commit to memory :—

- (a) Count not your chickens before they are hatched.
- (b) Health is better than wealth.
- (c) Do to others as you would have others do to you.
- (d) Look before you leap.
- (e) He who cannot obey, cannot command.



BUILDING STEEL TUG.

Put on the blackboard, under two columns, "skilled" and "unskilled labour," the various trades and occupations which come under each. Write opposite each trade the current rate of wages paid.

Show how the rate of wage generally depends upon, length of time required to master the trade and upon the skill, and the knowledge of the individual worker.

Point out the opportunities that are at hand to learn a good trade by means of evening classes in technical schools.

Impress upon the class the need that every citizen be engaged in useful work.

#### CANADA:

It has been estimated by the Canadian Commission of Conservation that there are over 366,000,000,000 feet of saw timber in British Columbia, which represents over one-half the total stand in Canada. The annual growth increase has been estimated at 6,000,000,000 feet. This forest wealth must not be wasted by bush fires.



CLASS OF FOREIGNERS, MOND NICKEL CO., LEVACK, ONT.

### SOME COMMON MEASUREMENTS.

12 inches (in.) — 1 foot (ft.)

3 feet (ft.) — 1 yard (yd.)

$5\frac{1}{2}$  yards (yds.) — 1 rod (rd.)

320 rods in a mile.

1,760 yards in a mile.

5,280 feet in a mile.

If money is earning 6%, it means that 6 cents a year is paid for the use of one dollar, and 6 dollars for the use of one hundred dollars.

There are 9 square feet in 1 square yard.

There are 640 acres in 1 square mile.

That a cord of wood must be 8 feet long and 4 feet high.

### SUGGESTIONS.

These tables should be accompanied by many practical exercises. Oral drills can also accomplish much in acquiring a workable command of the facts.

*Stock-words.*

mail  
service  
country  
clerk  
receipt  
money order  
payable  
address  
postage  
  
collect  
distribute  
ask  
interfere



THE POSTAL SERVICE.

The mail service of Canada reaches every city, town, and rural settlement in the country. Mail is collected and distributed through all parts. Letters may also be sent out of Canada to other countries.

Valuable mail should be registered to insure greater security. Get a receipt from the post office clerk when you send any registered matter.

Money, too, may be sent through the post office by means of "money orders," which are payable at any post office in Canada or in other countries.

**SUGGESTIONS.**

Give the class practice in writing letters: address written plainly, stamp in proper corner, and also return address.

It is a big offence to interfere in any way with the mail. One should never open a letter belonging to another. The minimum punishment for stealing mail matter is three years in prison.

In sending mail be sure to write the address plainly and to put on sufficient postage. Ask at the office if you are in doubt.

### LETTER WRITING.

Write a letter to a brother in Moncton, telling him of your work and prospects in a factory at Brantford. Inquire for his health and also that of the family. This may be written on the blackboard with the assistance of the class. Show the parts to a letter: heading, salutation, body of the letter in paragraphs, complimentary close and signature.

70 Hannah St., Hamilton, Ont.,

Sunday, February 25th, 1917.

Dear Brother John:—

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

With best wishes, I am,

Your brother,

William.

John Sternard,  
 Moncton.



Address an envelope on the blackboard, showing the form and neatness of a correct address.

<p>MR. JOHN STERNARD, 15 Grant Street, Moncton, N.B.</p>	
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AN ADDRESSED ENVELOPE.

#### SUGGESTIONS.

General ideas may be imparted on letter forms of following kinds:

- (a) Inquiry re board, work, price lists.
- (b) Letters reporting sickness, removal, incivility.
- (c) Letters ordering goods from catalogue.
- (d) Letters of complaint—goods not sent, parcel lost, etc.
- (e) Letter requesting back pay.

Story writing by the student may be extended. Instead of reproducing stories the student will soon be able to launch out into something original, such as a letter to a friend, or: What I would do if I were rich. Why I came to Canada. The story of my home in Europe. My trip across. The Immigration Officers. My first job in Canada. The city I like best, and why I like it.

The students will write freely of themselves and of their own experiences.



THE BANK.

*Stock-words.*

money  
earnings  
bank  
account  
interest  
clerk  
book  
receipt  
savings  
deposit  
habit  
home  
shop  
business

save  
start  
keep  
buy

Try to save some money out of your earnings. You can start a small savings account in the bank.

The bank will pay you interest for the use of your money. When you start an account, the clerk at the bank will give you a small bank-book, which will show you how much money you have in the bank. Keep this little book. It is your receipt for your deposit.

Your savings may not be large, but save a little each week. It is a good habit to begin. Small savings will lead to larger amounts. Some day you will wish to buy a home or go into business in a shop of your own. Begin to save now.

**SUGGESTIONS.**

Secure necessary banking forms and have the class learn to recognize and use them. Show:—

How to deposit money.

How to withdraw money.

What a check is, how to endorse a check; and what makes a check good.



## REMITTING MONEY.

*Stock-words.*

post office  
address  
street  
month  
post  
registered  
order  
letter-carrier

tell  
sign  
cash  
write  
send  
cost

Be sure to write me as soon as you reach Montreal. Send me your new street address. I will send you twenty-two dollars by post on the first of the month. I shall not send a registered letter, but will send a post office order. You can sign it, and the letter carrier will tell you where to get it cashed. I hope you will have a fine trip.

It is nearing Christmas. I must send some money to my mother. She lives in Italy. I will try to send her fifty dollars (\$50.00). I shall go to the main post office next Friday night. Pay-day is this week.

## CANADA:

Since 1914, there has been a parcel post service in Canada.



### THE TELEPHONE.

*Stock-words.*

telephone  
call  
wire  
central  
number  
busy  
delay  
distinctly  
speak  
telegram  
night  
rate  
message  
deliver  
repeat  
important  
messenger-boy

The telephone is no longer a luxury, but an every-day necessity. Not only is it common in towns and cities, but the vast majority of farmers have the telephone in their homes. In urban centres the lines are generally private; that is, each line is connected with a central station. But in rural districts one line will supply several neighbours. This is then called a rural line. Conversations can be held between places many miles apart. The telephone was invented by Dr. Graham Bell, who was at the time a resident of Brantford, Ontario. There is in Canada one telephone for every fifteen of population. In the Prairie Provinces, telephones are controlled by the provincial governments. Canada also makes use of the wireless telegraphy along the great lakes, on the sea coasts and elsewhere to give safety to shipping. There are about 250,000 miles of telegraph wires in Canada.

**SUGGESTIONS.**

Along with this lesson may also be given suggestions and helps on the sending of a telegram. Procure blank forms for use in explaining the method.



## THE NEWSPAPER.

*Stock-words.*

newspaper

weekly

daily

become

interest

business

advertisement

articles

editor

reporter

language

hold

recover

read

What newspaper do I hold in my hand? Give the name of another newspaper you know. Some newspapers are daily and some are weekly.

The newspaper has become almost a part of our daily life; from it we get the local news, the items of interest throughout the whole Dominion and the important happenings in other parts of the world as well. Newspapers also contain advertisements in many lines of business.

Let us turn to page eight. Here is the "Men Wanted" columns and long lists of "Houses to Let." Have you ever replied to an "ad." for "Help Wanted?" Frequently articles which have been lost are recovered by watching the "Lost and Found" column.

The editors, reporters and practical men of a newspaper office perform a great work for the public.

The man who reads keeps in touch with the world. Read a good paper every day. The newcomer should aim to read a paper written in the English language.





CARNEGIE LIBRARY, COLLEGE STREET, TORONTO.

### THE PUBLIC LIBRARY.

#### *Stock-words.*

town  
library  
people  
branch  
librarian  
subjects  
mechanics  
scientific  
shelves  
card  
evening  
fiction  
  
find  
procure  
read  
keep  
spend

There is a free public library in every town. The larger places have also branch libraries. The library is for the use of the people, and is open both days and evenings. The person in charge of the library is called the librarian.

In the library may be found books on all subjects. One may get valuable aid from books on mechanics and other scientific matters. There are always many books of fiction for lighter reading.

Books may be taken from the shelves to be read at the tables. If you wish to take a book home you must first procure a card from the lady in charge at the desk. She will explain to you how to go about it.

Every library has a reading-room, where the daily papers and current magazines are kept on file. They should be handled carefully and must not be taken from the room.

The library is open both days and evenings. Spend a large portion of your spare time in the nearest library; you will be benefited.



CENTRAL SCHOOL, CHATHAM, ONT.

## SCHOOLS.

Public schools in Canada are free to all. Children between the ages of eight and fourteen must attend school. In many places there are also night schools, where those who work during the day, yet wish to obtain some education, or a knowledge of English, will be taught. There are generally no charges. In the large cities, there are technical schools, where boys and girls may learn trades, or may be fitted to make a start in life. These schools also have night classes, open to adults and young men and women who have to work during the day. No one in Canada need be without a knowledge of English, and an insight into some trade.

In the rural parts the townships are divided into sections and schools built at different points, so that no child in a section need be far from a school. Provision is also made throughout

*Stock-words.*

schools  
children  
education  
knowledge  
separate  
public  
trustee  
technical  
collegiate  
adults  
section  
university  
classes

teach  
levy  
lead

Canada for Separate schools, where Roman Catholic children are taught. This applies to provinces outside Quebec. In Quebec the Protestants have separate schools.

Each school, whether in town or city, is managed by a Trustee Board. In country sections there are three trustees. Trustees are elected by the voters of the section. School Boards have the right to levy an annual rate of tax to maintain the schools in the cities, towns, and sections throughout the province.

#### ON SPENDING MONEY.

Take a working man's family of father, mother and five children. Say the father earns \$100.00 per month. By means of the blackboard show some ways his pay could be well spent.

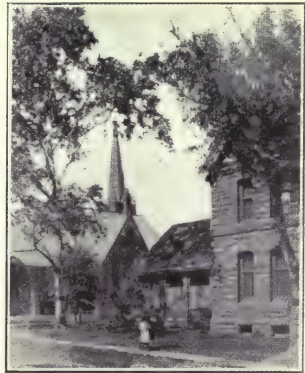
Impress on the class the need of saving money.

Advise them to put a portion of each month's pay into insurance or into payments for a home, or into a savings bank.

Give further talks on money, both coins and paper, and show the dependency of the citizen-workman upon the Canadian Government for good money.

#### SUGGESTIONS.

Explain from words already acquired the meaning of the following prefixes and suffixes: ante, er, a, ex, out, ish, less, sub, under, ize, re, over, ish, ress, ing, ist, ard.



WORKMEN'S HOMES AND SCHOOLHOUSE  
IN RURAL QUEBEC.



TECHNICAL SCHOOL, WINNIPEG, MANITOBA.

For higher learning there are also high schools, collegiates, technical schools, and the universities.

Both grown-ups and children have a right to education. It leads to better ways of living. The schools put the best in life within reach of those who make use of them.

Each province in the Dominion has control of education within its borders.

All the provinces *except Quebec*, have laws for compulsory education.

There is a tendency in recent years to combine manual instruction, school-gardens, and agriculture, with the usual public school work. (Give talks on these,)

In 1918 there were in Canada 25,000 public schools, 36,000 teachers, and about 1,250,000 pupils in the elementary schools. Compare with the current year.

#### SUGGESTIONS.

Distinguish—

loan	lend		lie	lay		likely	liable
learn	teach		sit	set		dislike	hate

#### CANADA:

Canada once stood fifth in point of tonnage in the world's shipping. With large steel ship-building plants now in operation at Halifax, St. John, Quebec, Sorel, Toronto, Collingwood, Midland, Port Arthur, Vancouver, New Westminster, and Victoria, she may regain her former maritime position.



INTERIOR OF LADY MINTO HOSPITAL, LISKEARD, ONTARIO.

### THE HOSPITAL.

#### *Stock-words.*

hospital  
ward  
accident  
patient  
ambulance  
internally  
unconscious  
doctor  
operation  
cot  
attention  
nurse  
necessity

hurry  
occur  
hurt  
attend  
provide  
injure

The ambulance has just passed. They are hurrying two men to the hospital. An accident occurred this morning at the level crossing north of the city. A light engine crashed into a dray, and two men were injured. One will lose his leg. The other is hurt internally. He is still unconscious.

They will be in good hands at the hospital. Skilful doctors will do all that is possible for them and kind nurses will attend to their needs.

An operation will be performed on one of the men at once. The other will be given a cot in a quiet ward for the present.

These men are poor. They are not pay-patients. The city will provide for them. They will receive the same attention in every way as is shown to the others. The hospital is a necessity among all classes of people.

#### *Exercise:*

Some Hospital words—use in stories:

rheumatism	consumption	paralysis	quinine	cough	measles
carbolic-acid	castor-oil	inflammation	wounds	nerves	appetite
thermometer	quarantine	cancer	typhoid	pneumonia	bronchitis



## THE POLICE.

*Stock-words.*

police  
uniform  
laws  
protection  
public order  
individual  
traffic  
safety  
infirm  
security  
welfare  
integrity  
danger  
criminal  
desperate

obey  
patrol  
disturb  
cross  
assist



We know a policeman by his uniform. The police see that the laws are obeyed. They stand for public order and the protection of the individual.

In the large cities the policemen have a busy life. Some patrol a beat during the day or at night. Others control the street traffic at busy corners. They check the reckless drivers of horses or motor vehicles (tricycles, motor bicycles, etc.). They see that

men and women may cross over in safety. The traffic police are always ready to assist the infirm at dangerous crossings.

A policeman has power to arrest people who cause a disturbance of the peace. He has often unpleasant duties to perform. His life is sometimes in danger, for desperate criminals often try to escape.

The security and welfare of a whole community depend upon the integrity of the police.

Remember also:

That it is the duty of all citizens to respect and obey all officers of the law.

That it is unlawful to interfere with the work of any police officer.

That it is unlawful to help guilty persons to escape arrest.

*Stock-words.*

fire  
enemy  
property  
settlement  
bush-fires  
firemen  
life  
premises  
neighbor  
interests  
location

destroy  
save  
serve  
protect  
warn

FIRES.

Fires are among man's worst enemies. Many lives are lost each year and much property is destroyed by fire. There is always great danger from fire in the closely built towns and cities, though often in thinly settled districts whole settlements are destroyed by bush fires.

In the towns and cities throughout Canada there are firemen who make it their duty to fight fires. In the larger places they give their whole time to the work. They are paid out of public funds. In case of fire they are ready to serve their fellows day or night in saving life and protecting property.



*Some ways to prevent fires:—*

Children should be warned of the dangers of fire.

Do not allow children to light fires.

Do not leave matches where mice or rats can get at them.

Keep the premises clear of papers, and rubbish of all kinds.

Do not go away and leave the children alone in the house.

Think of your neighbour's interests as well as your own.

Know the location of the fire alarm boxes in your neighbourhood.

Do not send in false alarms. Keep cool.

When you send an alarm, remain at the signal-box, or have some one else stand there, until the firemen arrive.

SUGGESTIONS.

If in a city or town, have the class pay a visit to the nearest firehall.



BY SHORES OF INLAND LAKES.

## EXERCISE:

## CONTRACTIONS.

Dropping "wi"

I will write is the same as	—	I'll write.
he will write is the same as	—	he'll write.
she will write is the same as	—	she'll write.
we will write is the same as	—	we'll write.
who will write is the same as	—	who'll write.

Dropping "o"

do not hit—don't hit.	could not hit—couldn't hit.
does not hit—doesn't hit.	have not hit—haven't hit.
must not hit—mustn't hit.	

Dropping "i"

he is good—he's good.	it is good—it's good.
she is good—she's good.	

Dropping "a"

we are learning	—	we're learning.
you are learning	—	you're learning.
they are learning	—	they're learning.

There is no contraction "aint."

Review the following vocabulary words from the previous lessons.  
In the oral drill have members of the class use the words in conversation:

steam	shovel	teeth	yard
gravel	o'clock	lamp	tool
daylight	night	place	spike
joint	track	ties	flowers
town	flowers	garden	grass
home	place	house	blocks



CAMP CLASS, COAL MINE, NOVA SCOTIA.

### BILLS.

Draw on the blackboard the usual form of a store bill. Let it be a grocery bill purchased of James Cummings. Show the parts of a bill and the parties to it. Show how a bill is receipted when paid. Furnish each member of the class with bill-heads, and have them fill out a grocery bill computed at current prices. Have them exchange bills with the nearby student, then let the bills be receipted and returned.

Point out what credit means in business and that all business is based on trust and confidence.

“Every honest citizen pays his bills, and pays them promptly, when due.”

### SUGGESTION.

Learn the use of the following prefixes and suffixes; drill with words and sentences:

pre, some, en, mis, ion, semi, co-con-com, inter, bi, ary, trans.



HEWING NEW HIGHWAYS ACROSS CANADA.  
Adult foreigners perform most of this kind of work.

### RECEIPTS.

Draw on the blackboard the form of a receipt for rent. Fill it out for the current month with suggestions from students.

Show the purpose of receipts and the usual kinds of receipts.

Give the class some practice by exchanging with one another on the filling out and signing of receipts.

“When a check has been given as payment on a debt, and has been cashed it becomes a receipt.”

### SUGGESTION.

Get the proper case forms of the pronouns in the following:

The matter is between you and—(I, me).

It is—(he, him).

(Who, whom) did you say is here?

You and—(she, her) can enter.

He is the man (who, whom) I think will go.







WINNIPEG BEACH.

## RECREATION.

*Stock-words.*

recreation  
wholesome  
crowded  
play  
rinks  
bath  
splendid  
youth  
parks  
pleasure  
theatre  
adults  
amusement

provide  
bring  
find

Men, women and children—all need recreation, and it is the duty of the community to provide wholesome centres for recreation. Most cities have amusement parks, athletic stadiums, and swimming and boating stations.

Large open spaces, set apart as parks, pay for themselves many times over in the health they bring to crowded cities. They provide safe breathing-place for little children at play. The public school yards, the civic playgrounds, the open-air rinks, the slides and the public baths, are excellent means of bringing health and strength to growing youth.

Both young and old often find pleasure at the movies. They bring entertainment to many.

## SUGGESTIONS.

Point out the need for supervision and control of the community over questionable recreations.

Ask simple relational questions: Where is the best place near your home to spend a holiday or week-end? How do you go there—by boat or train? How much does it cost, etc.

"A DISTINCTION WITH A DIFFERENCE."

SUGGESTIONS.

Review of words of similar sound, but which are spelled differently.  
Use these exercises frequently for oral drills:

A.

here	son	for	new	sight
hear	sun	four	knew	site
		fore		
ate	great	made	wear	
eight	grate	maid	ware	
beet	ail	might	some	
beat	ale	mite	sum	

B.

cent	seem	there	pear
sent	seam	their	pair
scent			pare
write	mail	meet	one
right	male	meat	won
hour	flower	ore	bale
our	flour	oar	bail

Show the gender forms of simple nouns—

boy—girl  
father—mother  
heir—heiress  
prince—princess  
widower—widow  
uncle—aunt  
king—queen  
bull—cow  
son—daughter  
master—mistress



LAKE ST. PETER, QUEBEC.



DISTANT VIEW OF BUSH CAMP, NEAR THE SEYMOUR NARROWS, B.C.

## QUOTATIONS.

### COMMIT TO MEMORY.

- "Always lend a helping hand."
- "Honour thy father and thy mother."
- "You cannot eat your cake and have it, too."
- "Many hands make light work."
- "Deeds are greater than words."
- "Rome was not built in a day."
- "Well begun is half done."
- "The early bird catches the worm."
- "Look forward, not backward."
- "Hew to the line; let the chips fall where they may."
- "Let the truth be told though the heavens should fall."

### HOME SWEET HOME.

'Mid pleasures and palaces though we may roam,  
Be it ever so humble, there's no place like home;  
A charm from the sky seems to hallow us there,  
Which, seek through the world, is ne'er met with elsewhere.

An exile from home splendour dazzles in vain;  
O give me my lowly thatched cottage again;  
The birds singing gaily, that come at my call,  
Give me them, and that peace of mind dearer than all.

—J. Howard Payne.



TUM TUM MOUNTAINS, B.C.

## OCEAN TO OCEAN.

“Thank God we have a country. It is not our poverty of land or sea, of wood or mine, that shall ever urge us to be traitors. But the destiny of a country depends not on its material resources. It depends on the character of its people. Here, too, is full ground for confidence. We in everything ‘are sprung of earth’s first blood, have titles manifold.’ We come of a race that never counted the number of its foes, nor the number of its friends, when freedom, loyalty, or God was concerned.

“Only one course, therefore, is possible for us, consistent with the self-respect that alone gains the respect of others; to seek, in the consolidation of the Empire, a common Imperial citizenship, with common responsibilities, and a common inheritance.”—*Principal Grant, in 1873.*



## RELIGION IN CANADA.



A FEW TORONTO CHURCHES.

Canada is a land of churches. All people should attend church. There are many different churches, but earnest and sincere men are found in all. Go to the church of your choice, and see that your children go to school and church. The teachings and instruction of the church will make them better fitted for life and more useful citizens of Canada. Be true to your religion, and your life will be better, and your country benefited.

There is freedom of worship in Canada and throughout the whole British Empire. All religious bodies have the protection of the law. There are 15,000 churches of the various denominations in Canada.



HOLIDAY MAKING AT CALGARY, ALBERTA.

### NATIONAL HOLIDAYS.

Canada has several national holidays in the year. New Year's Day marks the beginning of the new year. In the month of May we keep the 24th, as Victoria Day, in memory of the birthday of a former sovereign—the late Queen Victoria. On July 1st, Dominion Day, we celebrate the birthday of Canada; it was on the first day of July, 1867, that Canada became a federal Dominion. The first Monday in September is set aside as a recognition of the part played by Labor in the everyday affairs of the country. Thanksgiving Day coming the second Monday in October is set apart as a day of thankfulness throughout Canada for the harvests and material blessings of the year. Once a year each town or city proclaims a local or Civic holiday. There are also the Church holidays, the most generally observed of which are Good Friday, Easter Monday and Christmas Day.

## SWEET AND LOW.

Sweet and low, sweet and low,  
Wind of the western sea.  
Low, low, breathe and blow—  
Wind of the western sea.  
Over the rolling waters go;  
Come from the dying moon and blow.  
Blow him again to me,  
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest,  
Father will come to thee soon.  
Rest, rest on mother's breast,  
Father will come to thee soon.  
Father will come to his babe in the west,  
Silver sails all out of the west,  
Under the silver moon.  
Sleep, my little one, sleep, my pretty one, sleep.  
—*Lord Tennyson.*

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ABOU BEN ADHEM.

Abou Ben Adhem (may his tribe increase!)  
Awoke one night from a deep dream of peace  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An angel writing in a book of gold:—  
Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,  
“What writest thou?”—The vision raised his head,  
And with a look made of all sweet accord,  
Answered, “The names of those who love the Lord.”  
“And is mine one?” said Abou. “Nay, not so,”  
Replied the angel. Abou spoke more low,  
But cheerily still, and said, “I pray thee, then,  
Write me as one that loves his fellow men.”

The angel wrote, and vanished. The next night  
It came again with a great wakening light,  
And show'd the names whom love of God had bless'd,  
And lo! Ben Adhem's name led all the rest.

—*Leigh Hunt.*

GOD SAVE OUR GRACIOUS KING.

God save our gracious King,  
 Long live our noble King,  
 God save the King;  
 Send him victorious,  
 Happy and glorious,  
 Long to reign over us;  
 God save the King.

Thro' ev'ry changing scene,  
 O Lord, preserve our King;  
 Long may he reign;  
 His heart inspire and move  
 With wisdom from above;  
 And in a nation's love  
 His throne maintain.

Thy choicest gifts in store  
 On him be pleased to pour,  
 Long may he reign;  
 May he defend our laws,  
 And ever give us cause  
 To sing with heart and voice,  
 God save the King.

O CANADA!

O Canada! Our home our native land,  
 True patriot love thou dost in us command.  
 We see thee rising fair, dear land,  
 The true North strong and free;  
 And stand on guard, O Canada,  
 We stand on guard for thee.

CHORUS:

O Canada! O Canada!  
 O Canada. We stand on guard for thee.  
 O Canada! Where pines and maples grow,  
 Great prairies spread and lordly rivers flow.  
 Thou art the land, O Canada,  
 From East and Western sea,  
 The land of hope for all who toil,  
 The land of liberty.  
 O Canada! Beneath thy shining skies  
 May stalwart sons and gentle maidens rise;  
 And so abide, O Canada,  
 From East to Western sea,  
 Where e'er thy pines and prairies are,  
 The True North strong and free.

## THE MAPLE LEAF.

In days of yore from Britain's shore,  
Wolfe, the dauntless hero came  
And planted firm Britannia's flag  
On Canada's fair domain!  
Here may it wave, our boast, our pride,  
And join'd in love together,  
The Thistle, Shamrock, Rose entwine,  
The Maple Leaf forever.

## Chorus.

The Maple Leaf our emblem dear,  
The Maple Leaf forever;  
God save our King, and heaven bless,  
The Maple Leaf forever.

At Queenston's Heights, and Lundy's Lane,  
Our brave fathers side by side  
For freedom, home and lov'd ones dear,  
Firmly stood and bravely died.  
And those dear rights, which they maintain'd,  
We swear to yield them never!  
Our watchword ever more shall be,  
The Maple Leaf forever!

—*Alexander Muir.*

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IN FLANDERS FIELDS.

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly,  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

—*Lieut.-Col. John McCrae, C.E.F.*



THE SOLITARY REAPER.

Behold her, single in the field,  
 Yon solitary Highland lass!  
 Reaping and singing by herself;  
 Stop here, or gently pass!  
 Alone she cuts and binds the grain,  
 And sings a melancholy strain;  
 O listen! for the vale profound  
 Is overflowing with the sound.

No nightingale did ever chaunt  
 More welcome notes to weary bands  
 Among Arabian sands:  
 A voice so thrilling ne'er was heard  
 In spring-time from the cuckoo-bird,  
 Breaking the silence of the seas  
 Among the farthest Hebrides.

Will no one tell me what she sings?  
 Perhaps the plaintive numbers flow  
 For old, unhappy, far-off things,  
 And battles long ago:  
 Or is it some more humble lay,  
 Familiar matter of to-day?  
 Some natural sorrow, loss or pain,  
 That has been, and may be again?

Whate'er the theme, the maiden sang  
 As if her song could have no ending;  
 I saw her singing at her work,  
 And o'er the sickle bending;  
 I listened, motionless and still;  
 And, as I mounted up the hill,  
 The music in my heart I bore,  
 Long after it was heard no more.

—Wordsworth.



SUSPENSION BRIDGE, ST. JOHN, N.B.

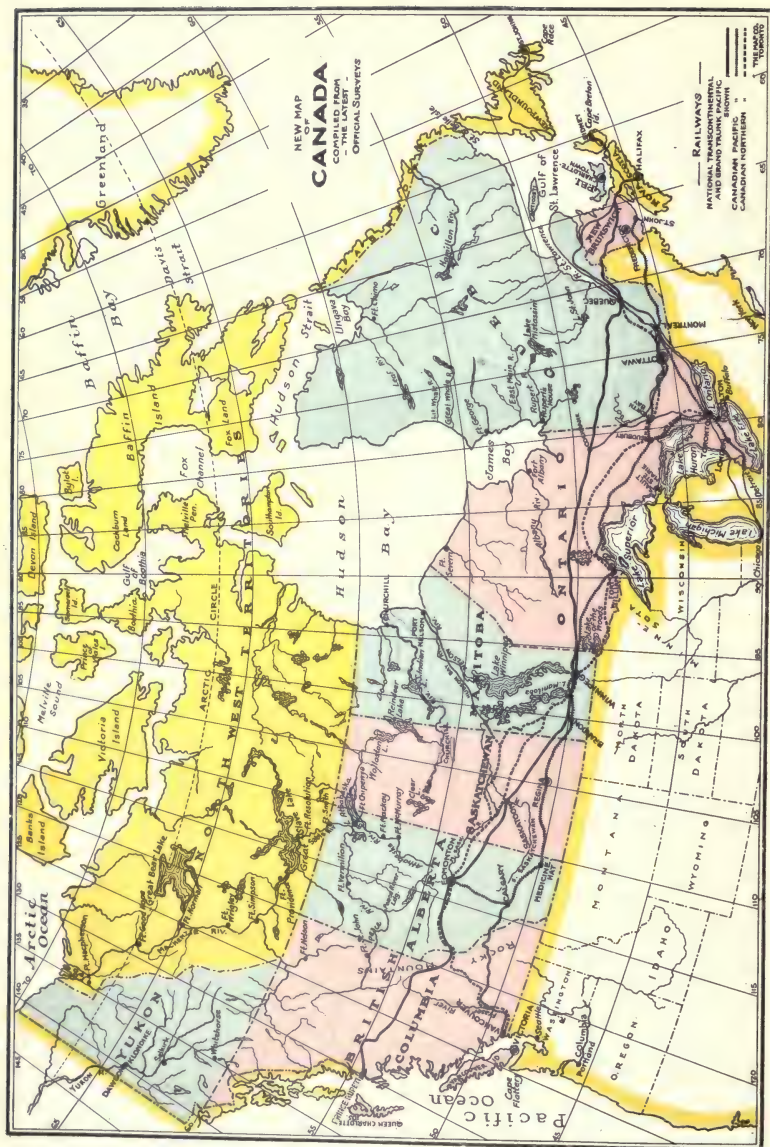
# GEOGRAPHY



NATIONAL PARK, ALONG THE CANADIAN NATIONAL RY.







NEW MAP  
OF  
CANADA  
COMPILED FROM  
THE LATEST  
OPTICAL SURVEYS

RAILWAYS  
NATIONAL TRANSCONTINENTAL  
AND CANADIAN PACIFIC  
CANADIAN PACIFIC  
CANADIAN PACIFIC

THE MAP CO.  
TORONTO



ALONG THE ST. JOHN RIVER, N.B.

## GEOGRAPHY

### BRIEF NOTES ON THE DOMINION AND ITS PROVINCES.

This is the map of Canada. What a large country! It contains nearly three and three-quarter ( $3\frac{3}{4}$ ) million square miles. It has one-third the total area of the British Empire. It is nearly as large as the whole of Europe. Only Russia and China are larger. It includes all of British North America, except Newfoundland. Canada is larger than the United States to the south of it. It is bounded by three oceans, with thousands of miles of coast line supplying innumerable harbors, and bays and inlets, for the carrying on of trade.

Canada has unrivalled water systems. On the West the rivers from the Rocky Mountains pour into the Pacific. On the East the mighty St. Lawrence waterway and the swift St. John find an outlet in the Atlantic. Right in the heart of Canada is the Hudson Bay basin, with great rivers flowing into it from the East, South and West, and draining an area of over one million square miles. Another great water system drains northward, for a thousand miles, through the Mackenzie River into the Arctic Ocean.

Canada is a country of varied resources—good farming lands, fruitful valleys, vast stretches of timber lands and pulp lands, good fish and mineral wealth as yet but partly known. Between the East and West Canada stretches a distance of nearly 4,000 miles, a land of towns and villages, hills and valleys, forests and fertile prairies. From the southern boundary northward, she extends a distance of 2,000 miles. One-third of her total area lies within the temperate zone.

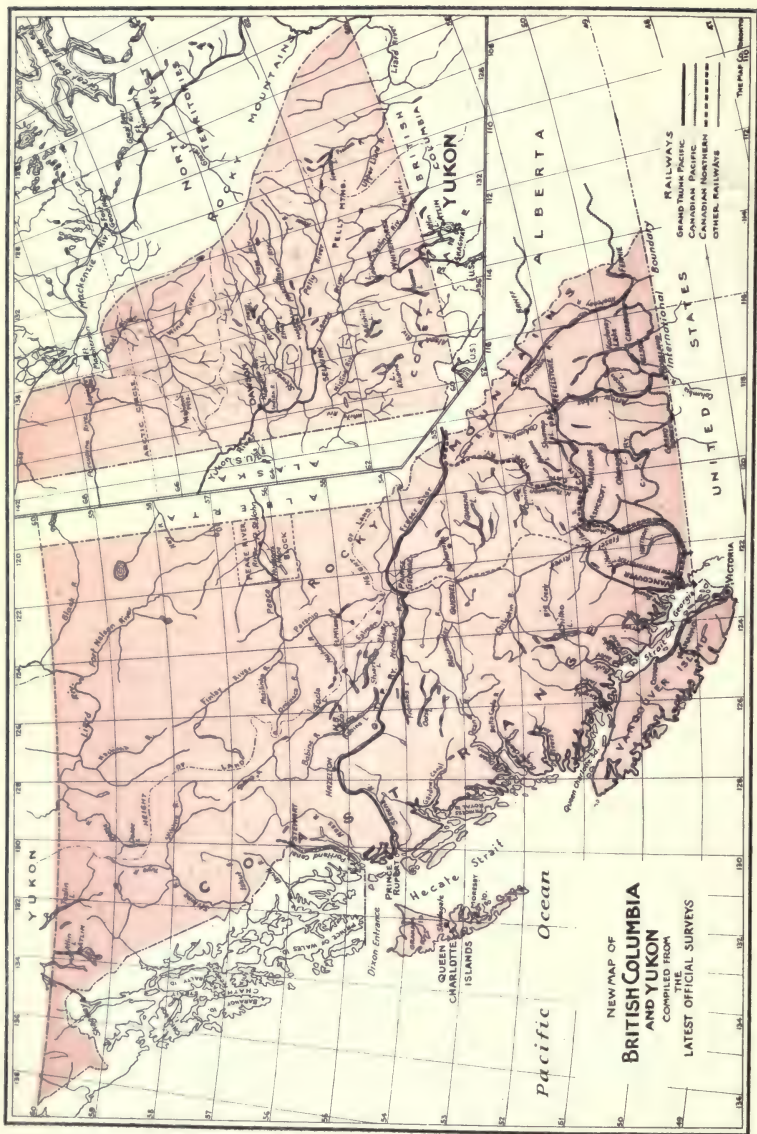
Canada has nine provinces. Six of them are very large. The Maritime Provinces—New Brunswick, Nova Scotia, and Prince Edward Island—are not so large. Quebec is the largest province in the Dominion. It extends from the St. Lawrence far north along the Hudson Bay. Ontario and British Columbia are also very large. The Prairie Provinces—Alberta, Saskatchewan, and Manitoba—are about equal in size. Each of them has an area equal to Italy or Spain. There are still large areas in Canada not formed into provinces. They are called the Territories, and include thinly-settled districts of the far North-West.



DOMINION OBSERVATORY, OTTAWA.











FRUIT FARM ALONG FRASER RIVER.

## BRITISH COLUMBIA.

British Columbia is the most westerly province of the Dominion. It is very mountainous, with timber-covered slopes and fertile valleys.

It is one-tenth of the whole area of Canada.

It is as large as France and Italy together.

It has a coast line of 7,000 miles, with many deep inlets.

Vancouver Island, which is a part of the province, is nearly as large as Nova Scotia.

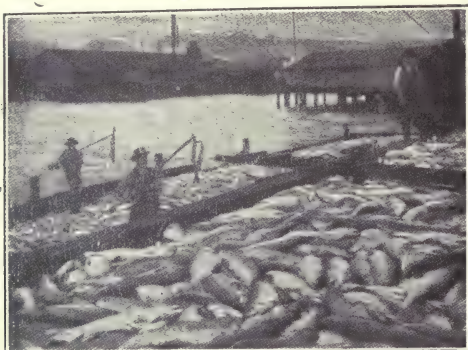
The province is drained by four great rivers—Columbia, Fraser, Skeena, Stikine.

Mining is the leading industry—copper, coal, and gold are most important. Silver and lead are also mined. There are 98 shipping mines.

Next to mining, fishing is an important industry. The coast waters abound in fishes—salmon, halibut, and herring are caught in great quantities. The yearly value of the salmon fishing is \$10,000,000.

British Columbia supplies half the lumber of Canada. It has great areas of timber. The Douglas fir grows to large dimensions. There are hundreds of logging camps, and many large saw mills.

Very little wheat is grown in British Columbia. Oats, hay, and barley are the chief grains grown.



A SALMON CATCH IN BRITISH COLUMBIA.

Fruits in large quantities are raised in the rich valleys of the interior of the southern part of the province.

It has many available water powers.

British Columbia has an excellent system of schools. Its new university bids fair to take second place to none of its sister institutions of the other provinces. Commendable efforts are being made to meet the educational needs of all classes in the province.

Chief places:—

*Vancouver* is a great Pacific seaport.

*New Westminster* is the centre of the salmon-fishing industry.

*Victoria*, the capital, is a flourishing city on Vancouver Island.

*Nanaimo* is the centre of the coal industry on the Island.

*Prince Rupert* is a coming port and shipping centre.

*Trail* is the centre of a very important mining district.

Other places of over 2,000 population:—

Kamloops, Nelson, Rossland, Ladysmith, Revelstoke, Fernie, Cranbrook, Vernon.

#### YUKON.

This district lies north of British Columbia, and borders on the Arctic Ocean. It has an area of 200,000 square miles. It is drained by the Liard River and the Yukon River. It has long







MAKING A HOME IN THE CANADIAN WEST.

winters; the summers, while short, have very long days. Hay and garden produce is raised for local consumption.

The Yukon is important chiefly because of its minerals. Copper, iron, and coal are found, as well as gold.

The gold discoveries of 1896 were followed by the "Klondike Rush" of the next three years. Wealthy companies do the mining there now.

#### ALBERTA.

Alberta is the sunshine province.

It has an area of 250,000 square miles.

It is 750 miles from north to south, and 400 miles from east to west at the widest part.

The Peace River and the Athabasca River drain the northern half of the province toward the Arctic Ocean, while the Saskatchewan River and its branches drain the central and southern portion to Hudson Bay.

The climate, while cold in winter, is at times tempered by the warm "Chinook" winds.

The soil is very fertile. Only 11 per cent. of its lands are yet taken up as farms. Wheat is grown from one end of the province to the other; also oats, barley, flax, and roots of all kinds. Ranching is an important industry in the southern portion of the province. Stock remain out all winter. The prairie grass dries



in the stalk and affords ample nourishment throughout the cold season.

Alberta has immense areas of both hard and soft coal. Much coal is mined.

Dairying is becoming an important industry.

Oil is found in parts of the province.

Gas is abundant in the district about Medicine Hat.

Alberta has made all needed provision for schools. The province is divided into districts for the support of public schools, and every assistance is given for instruction in agricultural schools. Higher education is provided in the secondary schools and the universities. In common with the other provinces Alberta has assisted the educational work of the Frontier College.

*Edmonton*, the capital, is a distributing centre for Northern Alberta and the Peace River country. It is the seat of the provincial university.

*Calgary* is a railway centre, and has a large wholesale trade in the surrounding country.

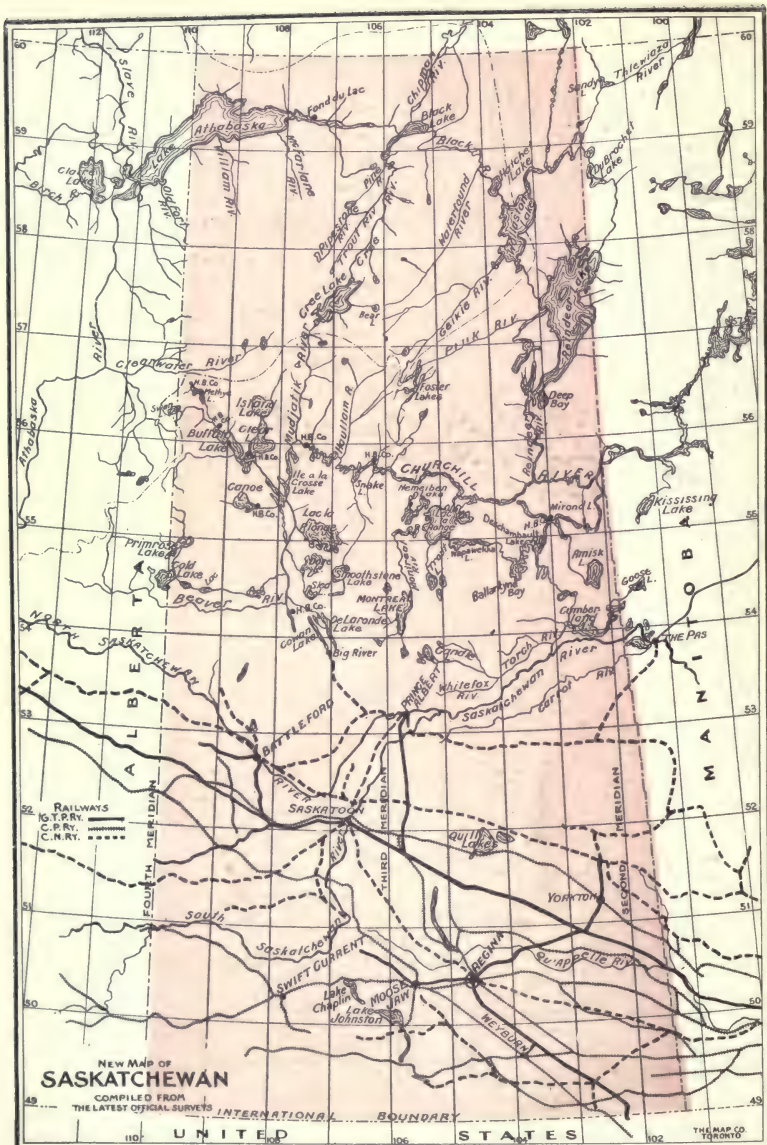
Other places of over 1,500 population:—

Medicine Hat, Banff, Red Deer, Camrose, Lethbridge, Wetaskiwin, Castor, Coleman, Drumheller.



PART OF ROUND STREET, LETHBRIDGE, ALBERTA.







### SASKATCHEWAN.

Saskatchewan has an area of 250,000 square miles. It has twice the area of the British Isles.

The southern half of the province is a prairie country; the northern parts are covered with vast forests of spruce, tamarac, birch, and jackpine.

The province is drained by the Saskatchewan River and its branches.

Not one-fifth of the land is yet occupied.

The soil is wonderfully fertile.

Eighty per cent. of the population are engaged in agriculture.

Saskatchewan is the greatest wheat-producing province in Canada.

Ranching is also very important; cattle, horses, and sheep thrive on the buffalo grass all the year round.

Mixed farming is increasing.

Mining is not important yet, but there are vast supplies of coal available.

Some soft coal is produced.

Manufacturing in Saskatchewan is chiefly concerned with wheat products, such as flour milling.

Saskatchewan has made ample provision for schools. Great attention is given to matters pertaining to agriculture. There is a provincial university. There are over 5,000 teachers in Saskatchewan. The Department of Education is encouraging, through generous government grants, the overcoming of illiteracy by means of both day and night schools. Suitable teachers' houses are being erected beside the school buildings in the outlying non-English districts.

Chief cities:—*Regina* is the capital. It is also a distributing and wholesale centre for the province.

*Saskatoon* is the seat of the provincial university.

*Moosejaw* is a railway centre. Prince Albert and Battleford are flourishing towns of nearly 10,000.

Local centres of over 1,500 population:—

Indian Head, Rosthern, Grenfell, Estevan, Yorkton, Weyburn, Swift Current, Melville.



MIXED FARMING IN NORTHERN  
SASKATCHEWAN.











THRESHING SCENE, MANITOBA.

## MANITOBA.

“Manitoba Hard” wheat was first grown in Manitoba, hence its name.

The area of Manitoba is 250,000 square miles.

The eastern part of Manitoba is much like New Ontario—wooded, and with many lakes and streams. The prairie portion of the province is wooded only along the banks of the streams.

The province is drained by the Red River and the Winnipeg River flowing into Lake Winnipeg, and by the Nelson, Churchill, and other rivers flowing into Hudson Bay.

The soil is a rich alluvial deposit. Over four millions of acres are under cultivation.

Wheat has made Manitoba famous.

The province exports wheat, cattle and dairy produce, and fish.

Manitoba has few minerals.

The lakes abound in whitefish.

The spruce forests north of the prairie belt give rise to lumbering.

Manitoba is also becoming a manufacturing province. The city of Winnipeg now ranks fourth in the Dominion as a manufacturing city.

Schools:—

Manitoba has a splendid system of education. There is a pro-

vincial university and an agricultural college. Manitoba employs specially trained teachers for work in the foreign settlements, and opens its schools to adults in the evenings. It was one of the first provinces to build the "teacherage" or teachers' house, an institution second in importance only to the school itself. It has introduced the phonograph, sewing machine, and other common sense features into the practical working out of its public school system.

Cities :—

*Winnipeg*, the capital of the province, is a manufacturing city, an educational centre, and a distributing point for Western Canada.

*Brandon* and *Portage la Prairie* are in the heart of rich wheat districts.

Other places of over 1,000 population :—

Selkirk, Dauphin, Souris, Carman, Morden, Virden, Neepawa, Minnedosa, Emerson, Killarney, Stonewall.



DRYING NETS, LAKE WINNIPEG.









LOGGING CAMP, NEW ONTARIO.

## ONTARIO.

Ontario is the richest province of the Dominion.

Area, 400,000 square miles. It is about three times the size of the British Isles.

In its widest parts it measures one thousand miles from east to west, and the same distance from north to south.

Of this large area, four-fifths of the whole, lying in "New Ontario" and the district of "Patricia," is little settled.

The province is drained by the rivers of the Hudson Bay Basin north of the divide, and the rivers flowing into the St. Lawrence valley in the older part.

"Old Ontario" is a splendid country for mixed farming. It is well settled. The total value of farm property in Ontario is  $1\frac{1}{4}$  billion dollars.

The crops consist of wheat, oats, barley, and peas, with roots and fodder for stock. Eggs, butter, cheese, meat, and poultry are produced in great quantity, both for home consumption and for export.

Fruit growing:—

Apple orchards are to be found everywhere throughout older Ontario. The Niagara district and the shore of Lake Erie pro-

duce great quantities of peaches and grapes. Ontario has 400,000 acres in vineyards, gardens, and orchards.

Ontario is a great manufacturing province, chiefly furniture, woollens, cottons, flour, farm implements, stoves, iron, and steel.

There is no coal in Ontario, but its mineral wealth is very great. It has iron, silver, nickel, gold, lead, copper, salt, petroleum, and natural gas.

Iron is found north of Lake Superior;

Silver in the Nipissing district;

Salt in the counties bordering on Lake Huron;

Petroleum in Lambton county;

Natural gas in Haldimand county;

Great silver mines are at Cobalt.

Rich gold mines are at Porcupine.

The world's greatest nickel mines are in the Sudbury district.

Lumbering is still a very important industry in Ontario. White pine and spruce are timbered on the Ottawa River and the north shore. North of the height of land a thick growth of small size spruce prevails, covering an immense area. It is suitable for pulp.

Ontario has many great water powers, some of which are already used as such.

Ontario leads the provinces in education. There are public and



WHITE POWER IN ONTARIO.



# NEW MAP OF QUEBEC

COMPILED FROM  
THE  
LATEST OFFICIAL SURVEYS







MONTREAL FROM MOUNTAIN.

separate schools, high schools and collegiates, technical schools, colleges, and universities.

Chief places of over 10,000 population:—

Toronto, Hamilton, Ottawa, London, Fort William, Port Arthur, Brantford, Kingston, Windsor, Peterborough, Stratford, St. Thomas, St. Catharines, Kitchener, Guelph, Owen Sound, Sault Ste. Marie, Chatham, Sudbury, North Bay.

#### QUEBEC.

Quebec is the historic province.

The area is 700,000 square miles.

It has  $\frac{1}{5}$  the area of the whole of Canada.

It extends to Hudson Bay and includes most of Labrador.

It is equal in area to France, Germany, and Austria-Hungary.

The climate is varied: the winters are cold and the snowfall is heavy; the summers are hot.

The province is drained by the St. Lawrence River and its tributaries.

Four-fifths of the people are French-speaking.

The people of English, Irish, and Scottish descent are found in the cities and in the eastern townships south of the St. Lawrence.

Agriculture is the chief occupation of the people. Oats and hay are the chief crops. Potatoes, peas, beans, flax, and tobacco are also grown.

Quebec is rich in forest wealth. Lumbering ranks next to agriculture. Much timber is exported.

Manufacturing is also important. There are iron and machine works, pulp and paper mills, cotton mills, saw mills, sugar manufacturing, and leather factories.

It is estimated that Quebec has six million horse-power that may be developed from her water powers.

Schools in Quebec are largely under church control. Separate schools are provided for Protestants. There are also up-to-date colleges and universities.

**MINING.**—Quebec has no coal, but it has other minerals, and possesses a valuable supply of asbestos.

Fishing is an important occupation in the lower part of the province. The fisheries in the Gulf of St. Lawrence are valuable; salmon, cod, herring, and lobster are the chief fish.

**CITIES.**—*Quebec* is the capital city. It is an historic place; one of the oldest cities in America.

*Montreal* is the metropolis of Canada. It is a great manufacturing city and a railway centre. It is situated at the head of ocean shipping. It is a wholesale centre, and has splendid educational institutions.

Other places of over 5,000 population:—Maisonneuve, Hull, Sherbrooke, Three Rivers, Verdun, St. Hyacinthe, Valleyfield, Sorel, Levis, Thetford Mines, Fraserville, Joliette, St. John's.



A BIT OF THE PAST,  
LOWER TOWN, QUEBEC  
CITY.



TADOUSSAC, QUE., OLDEST PLACE OF  
CONTINUOUS SETTLEMENT  
IN CANADA.





## NEW BRUNSWICK.

New Brunswick, Nova Scotia, and Prince Edward Island are the Maritime Provinces of Canada. Their combined area is much smaller than any one of the other provinces.

New Brunswick has an area of 28,000 square miles. It is drained by the St. John River, which flows mainly through a tract of alluvial soil.

The winters are cold with heavy snowfall, and the spring is late, but the warm summer and the fine fall weather make it a splendid farming province.

Agriculture is the chief industry of New Brunswick. Hay, oats, potatoes, and roots are the chief crops.

Live stock and cattle raising is also important.

Orchards and apple growing are proving a success in the river valleys.

Lumbering is next to agriculture in importance. There are still large areas of spruce. Over eight million acres of forest are held by the province.



RIVER DRIVING.



There is little mining in New Brunswick, although there are large coal deposits.

The waters about New Brunswick are a great source of wealth. Over 20,000 men are employed in the fisheries; herring, cod, salmon, lobsters, and oysters yield profitable returns.

The manufacturing of the province is chiefly connected with the wood, cotton, and iron industries.

New Brunswick has good schools, and special instruction and aids for agriculture. The province grants loans to settlers and assists men to take up land.

Chief cities:—

*Fredericton* is the capital of New Brunswick.

*St. John*, the most important city, is one of the winter ports of Canada. It is a shipping and commercial centre.

*Moncton* is an important railway point.

Other thriving places are:—

Chatham, Woodstock, Newcastle, Campbellton, St. Stephen, Sackville, Sussex, Edmundston, Milltown.



BUSY ST. JOHN, ONE OF CANADA'S WINTER PORTS.

## NOVA SCOTIA.

Nova Scotia is the gateway of Canada. The area is 21,000 square miles.

Surrounded by water, the climate is tempered by the ocean.

Nova Scotia is a progressive province. It has a frugal and industrious people. Farms and apple orchards, great fishing grounds close at hand, splendid harbors, vast coal areas, an iron and steel industry, make Nova Scotia a wealthy province.

Some parts of Nova Scotia are rough, but along the bays and rivers of the northern slope is rich, arable land. The Annapolis Valley is justly famous for its apple orchards.

Nova Scotia leads the other provinces of Canada in fishing. Lobsters, cod, herring, and mackerel are exported to Great Britain, Europe and the West Indies.

Agriculture also is important: hay, oats, potatoes, and turnips being the chief crops.

Nova Scotia has considerable manufacturing—iron, steel, sugar mills, cotton, and agricultural implements.

Lumbering is still carried on in parts of the province.

Nova Scotia is rich in minerals; coal, iron, gypsum, and gold are mined. The coal and iron are found in the same districts, making them profitable commercially. The iron and steel industry has gone ahead in bounds.

Nova Scotia mines more than seven million tons of coal in a year.

The province has an excellent system of schools and places of higher learning. King's College, Windsor, was founded in 1788; Dalhousie University in 1819; and Acadia College at Wolfville



NEAR PICTOU, N.S.

a little later. Pictou Academy was also one of the earlier institutions of higher learning.

*Halifax*, the capital city, is an important naval and military point. It is also a winter port of Canada. It is a wealthy commercial city, and a seat of learning. It was founded in 1749.

*Sydney*, *Glace Bay*, and *New Glasgow* are thriving industrial centres, the seats of the iron and steel industry, and of coal mining.

Other important towns of over 4,000 population are:—

Amherst, Sydney Mines, New Glasgow, Yarmouth, Truro, Spring Hill, North Sydney, Dartmouth, Westville, and Pictou.



EVANGELINE LAND, N.S.

### PRINCE EDWARD ISLAND.

Prince Edward Island is called the Garden of the Dominion. It is a very small province, only 2,000 square miles, but it is practically all under cultivation. It is admirably fitted for growing oats and potatoes. Large quantities of both are exported.

Dairying and live stock are also very important. Horses, cattle, sheep, and hogs are exported.

It has splendid fisheries also. Lobster fishing is the most important.

The province has no minerals and little manufacturing, except of meats and dairy products.

Prince Edward Island has millions invested in the fur-farming industry. There are on the island hundreds of fox ranches—black fox, silver fox, and the common red fox being farmed. There are also stocks of otter, mink, muskrat, and Persian lamb. Fur farming has interested the people of the whole island.

Prince Edward Island has no university, but common schools and secondary schools are provided. Prince of Wales College, Charlottetown, is an excellent institution.

*Charlottetown* is the only city. It is the capital, and is a progressive place, and the distributing centre of the island. A railway traverses the whole island, and is now part of the Canadian National System.

Other places are:—

Summerside, Georgetown, Souris, and Tignish.



RURAL CANADA—DOWN BY THE SEA.



## NORTH-WEST TERRITORIES.

These Territories have an area of  $1\frac{1}{4}$  million square miles. They are drained by the Mackenzie River system. There are fertile plains along the rivers with Hudson's Bay trading posts at intervals. There is some pulp-wood, though much of the land is barren, growing only lichens and mosses in the northern parts. The hunting of furs is the chief industry. It has been proposed to propagate and protect the musk ox and the American reindeer, called "caribou."



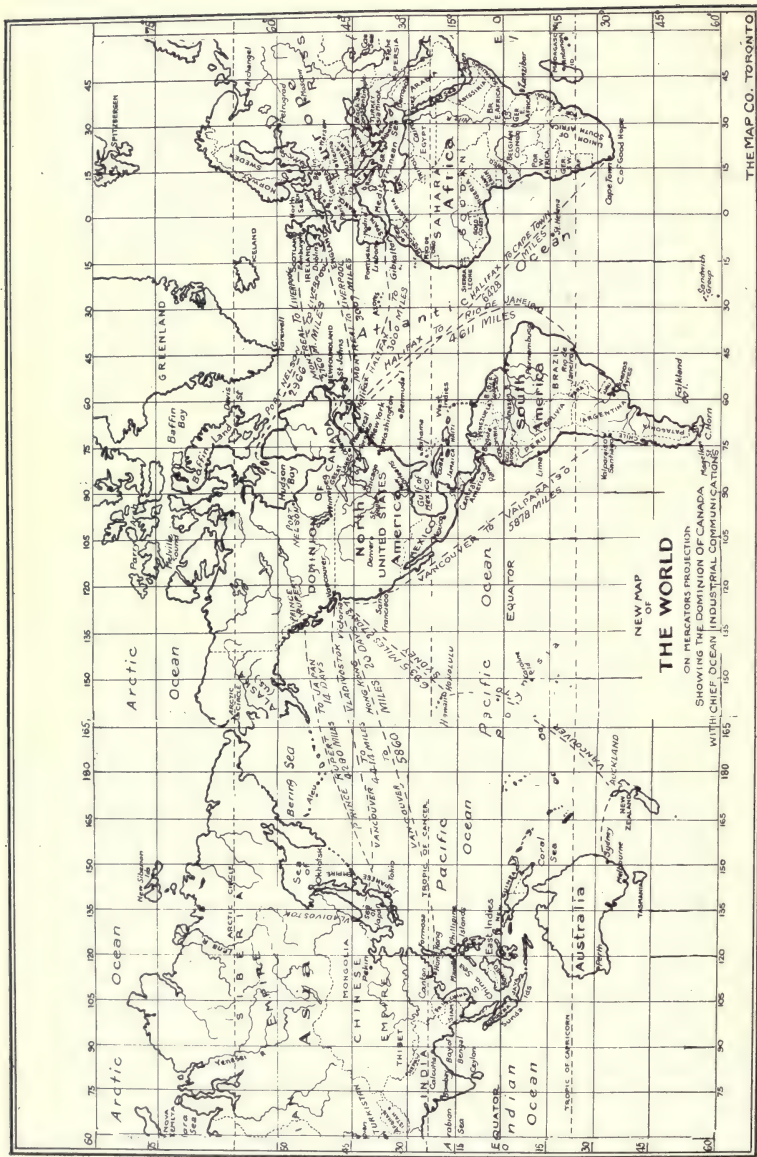
THE THREE SISTERS.  
MOUNTAIN PEAKS, B.C.—



IN NORTHERN CANADA—AWAITING DEVELOPMENT.

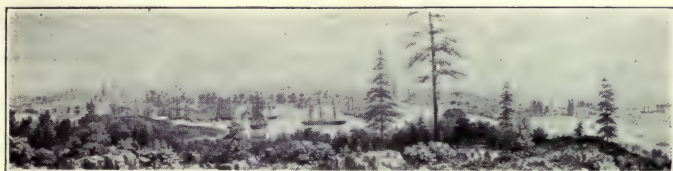






# THE WORLD

ON MERCATOR PROJECTION  
SHOWING THE DOMINION OF CANADA  
WITH CHIEF OCEAN INDUSTRIAL COMMUNICATIONS



EARLY VIEW OF VICTORIA HARBOR, B.C.

## CHIEF CITIES OF CANADA,

(With populations in 1919).

City and Province.	Population.	Facts.
Brantford, Ont. ....	25,000	Manufacturing city.
Calgary, Alta. ....	75,000	Wholesale and manufacturing.
Charlottetown, P.E.I. ...	15,000	Capital of P.E.I.
Edmonton, Alta. ....	60,000	Commercial and educational centre of Northern Alberta.
Fort William, Ont. ....	30,000	Shipping, grain elevators.
Halifax, N.S. ....	70,000	Commercial, naval and industrial centre.
Hamilton, Ont. ....	125,000	Important manufacturing centre, third in the Dominion.
Hull, Que. ....	20,000	Manufacture of wood products.
Glace Bay, N.S. ....	20,000	Coal and iron industry.
Kingston, Ont. ....	25,000	Military and educational centre.
London, Ont. ....	70,000	Centre of rich farming district.
Montreal, Que. ....	700,000	Metropolis of Canada.
Moosejaw, Sask. ....	22,000	Railway point and prairie city.
Ottawa, Ont. ....	125,000	Capital city of Canada.
Peterborough, Ont. ....	20,000	Manufacturing centre.
Port Arthur, Ont. ....	25,000	Shipping, head of Great Lakes.
Prince Rupert, B.C. ....	10,000	New port on Pacific, halibut fisheries off coast.
Quebec, Que. ....	90,000	Shipping; historic city.
Regina, Sask. ....	40,000	Capital city of Saskatchewan.
Saskatoon, Sask. ....	25,000	Agricultural and educational centre.
Sherbrooke, Que. ....	20,000	Centre of rich farming district.
Sydney, N.S. ....	30,000	Coal and iron industry.
St. John, N.B. ....	60,000	Shipping and commerce.
Toronto, Ont. ....	560,000	Commercial, manufacturing and educational centre.
Vancouver, B.C. ....	150,000	Chief Canadian port of Pacific.
Victoria, B.C. ....	50,000	Flourishing city of Vancouver Island.
Winnipeg, Man. ....	240,000	Wholesale manufacturing, distributing city for West.
Windsor, Ont. ....	30,000	Manufacturing, border city.

FISHES FROM THE INLAND WATERS OF CANADA.



Lake Herring



Yellow Pickerel



Common Whitefish

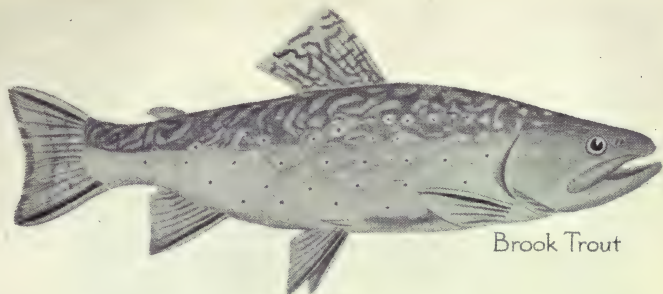


Atlantic Salmon



Common Pike

FISHES FROM THE INLAND WATERS OF CANADA.



Brook Trout



Rock Bass



Small-mouthed  
Black Bass



Lake Trout





DRYING FISH ON BAY OF FUNDY.

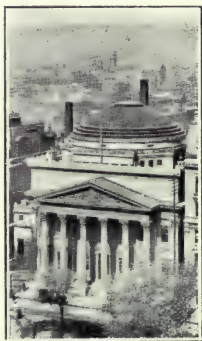
GOVERNMENT IN  
CANADA



ANTIKOKEN IRON WORKS, NEAR PORT ARTHUR, ONT.

# GOVERNMENT IN CANADA

## AND HOW THE PEOPLE RULE



IN THE HEART OF MONTREAL.

### SUGGESTION:

In the following pages on "How We Are Governed," show the interdependence of a citizen and his fellow citizens of the community. Point out the responsibility devolving upon each. Develop a proper understanding of, and a right attitude toward, government as the supreme means by which all members of the community may co-operate for the common interest. In the case of the foreigner, however, an understanding of community life and of government is fruitless without the cultivation of qualities and habits of good citizenship. Instruction and training in these subjects must go hand in hand. The latter is largely a matter of practice.



CHALET IN CANADIAN ROCKIES.



A POLLING BOOTH.

*Stock-words.*

vote  
country  
city  
choose  
reside  
entitle  
elect  
represent  
representative  
municipality  
booth  
opposite  
ballot-box  
candidate  
council

What do we mean by having a vote? To vote means to *choose*. By means of the vote we choose the men who are to act for us as our representatives, whether in municipal, provincial, or Dominion assemblies.

Everyone who is entitled to a vote has his name on the voters' list of the municipality in which he resides. At election time those having the right to vote go to a neighboring polling booth on the morning of the election. The man in charge of the booth, when satisfied that the individual has a right to vote in that particular polling booth, gives him a piece of paper, called a ballot. On this ballot are the names of all who



are running for office. With his ballot he goes into a small room near at hand, and in secret marks a cross opposite the name of the one for whom he wishes to vote. He then folds the ballot, and hands it back to the man who gave it to him. He watches that his ballot is not tampered with, and sees that it is promptly placed in the ballot-box.

At the close of the day all the votes are counted. The candidate who gets the majority of the votes cast is elected; it may be to a place on the school board, to the municipal council, or to the larger field of the Provincial Legislature or to the Dominion Parliament. To whichever one he is elected he must act always for the best interests of the people whom he represents.

Voting is both a privilege and a duty. In voting we should be guided by public welfare, not individual gain.



ELM STREET WEST, SUDBURY.



THE PREMIER OF THE DOMINION ADDRESSING A MASS MEETING  
IN QUEEN'S PARK, TORONTO, NOVEMBER, 1918.

### POLITICAL PARTIES.

*Stock-words.*

people  
party  
Conservatives  
policy  
platform  
convention  
Liberal  
majority  
ballot  
question  
interests  
judgment  
clique

divide  
state  
seek  
serve  
control  
inform

The people of Canada are divided into two great political parties—the Liberals (Grits) and the Conservatives (Tories). There may be a third party, or even more, but these two parties include the great majority of the voters in Canada. Branches of both parties are found throughout all the provinces.

Each party has a *platform* or *policy*. This is a stated attitude of the party toward the vital questions at issue in an election. The platform of a party is determined at a general convention. Though they have different policies, yet both parties are true to Canada. They seek, each in a different way, to serve the best interests of the whole Dominion. Both parties have given great leaders to the Canadian people.

At election time the rivalry between parties becomes intense. Always remember that your country is greater than any party. Keep informed on public affairs. Use your own judgment. Do not allow any clique or party to unduly control your vote.



FEDERAL BUILDINGS, OTTAWA.

## THE DOMINION GOVERNMENT.

*Stock-words.*

Dominion  
country  
Commons  
Senate  
Parliament  
legislation  
laws  
Public Works  
Fisheries  
Militia

speak  
elect  
make  
consist  
originate

Canada is our country. We speak of it with pride. Canada is a young country. Its birthday is July 1st. On that day, 1867, the "British North America Act" gave to Canada a new Constitution. There were only four provinces in the Dominion then. Other provinces and territories have been added since, and Canada now stretches from ocean to ocean.

The head of the Dominion of Canada is King George V. The King is represented in Canada by a Governor-General, whom he appoints for a term of five years. The Governor-General is paid by the people of Canada. The Governor-General has the power of veto over all Canadian legislation, but seldom uses it.

The Dominion of Canada has a single Parliament of two Houses: Senate and House of Commons. Legislation may originate in either House, but most legislation of vital concern to the people of Canada originates in the Commons.

The Dominion Parliament deals with all matters affecting the people of Canada as a whole. It has full power throughout the Dominion over all matters not expressly delegated to the Provincial Legislatures.



OSGOODE HALL, TORONTO.

The following are some of the most important departments directly controlled by the Dominion Parliament: Public Works, the Post Office, Fisheries, Finance, Militia and Defence, Trade and Commerce, Railways, Administration of Justice, etc.

The Senate is not directly responsible to the people, and it may act as a check on hasty legislation passed by the Commons. The Senate serves also to represent the provinces; the number of Senators allotted each of the newer provinces increases according to population. At present the Canadian Senate has ninety-six members.

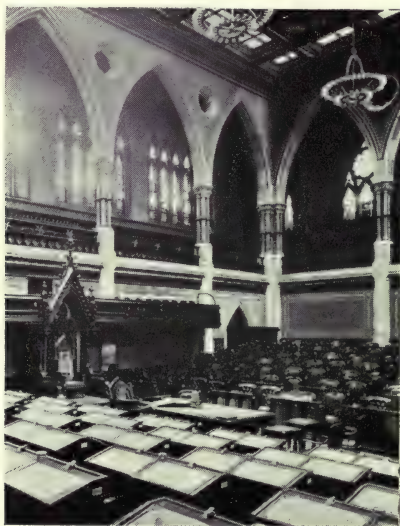
The members of the Commons are elected directly by the votes of the people, the country being divided into nearly equal electoral districts. The House of Commons has at present 234 members. Each member represents an average of about 30,000 people.

NOTE:

(a) Quebec must always have 65 members in the House of Commons. The representation of each of the other provinces must bear the same ratio to the total representation of the Dominion as its population bears to the whole population of the Dominion.

(b) *Elections*.—The life of a Parliament is five years. Both Provincial and Dominion Parliaments must meet annually. The members are elected by ballot. The electors are the adults of the country and must be British subjects by birth or naturalization. For a vote in a Dominion election there is no property qualification required; for the provincial election a voter must have a small property qualification. For electoral purposes the country is divided into districts called "constituencies," each of which elects one member.





INTERIOR OF COMMONS, OTTAWA.

## THE CABINET.

*Stock-words.*

government  
Cabinet  
Commons  
Militia  
Customs  
department  
support  
caucus  
majority  
ministers  
Opposition

choose  
call  
form  
rule

The government or administration of Canada is conducted by an Executive Council, sometimes called the "Privy Council," but more generally known as the "Cabinet." The members of the Cabinet, along with their leader, who is the Premier of Canada, are chosen always from the political party having the majority in the Commons.

The Cabinet consists of from 16 to 20 members. Generally each member acts as head of one or more of the departments of the public service of the Dominion. The Cabinet members are known as the Minister of Justice, Minister of Finance, Minister of Labor, etc.



The whole Cabinet must bear the responsibility for the political acts of any one of its members. Thus the Cabinet is said to have a collective responsibility.

The Cabinet frequently meets all the members of the party it represents for a general discussion of political action; this is called a "caucus." In a caucus free expression prevails. The private members of the party, as well as the leaders, determine the attitude of the party upon any particular political question.

When a line of action has been approved by the whole party in caucus, the Cabinet, acting on this, brings the intended legislation before the Commons. There it is criticized in purpose and detail by the Opposition party, and defended by the members of the Government party, before finally coming to a vote of the Commons.

WHEN THE CABINET LOSES THE SUPPORT OF THE MAJORITY OF THE MEMBERS IN THE COM-

MONS, WHO ARE THE REAL REPRESENTATIVES OF THE PEOPLE, IT MUST RESIGN.

The Governor-General then calls on the leader of the Opposition to form a Cabinet which will more truly represent the will of the people.

The responsible Cabinet is an essential feature of the whole parliamentary system in Canada, as is the case in Britain, but not in the United States.



THE SEBASTOPOL MONUMENT,  
HALIFAX, N.S.



CITY HALL, KINGSTON.

Intended originally to house the Parliament of Canada when Kingston was capital of Canada, 1840-1844.

### HOW THE PEOPLE RULE.

#### *Stock-words.*

people  
 govern  
 Commons  
 majority  
 responsible  
 law-making  
 Dominion  
 Provinces  
 represent  
 character  
 laws.

The people really govern in Canada. They elect the members of the Commons, and the majority of these members maintain in office, or overthrow, the Government or Cabinet. The Government of the day is always responsible to the people, through the members they send to represent them. In the law-making bodies, both of the Dominion and the provinces, the most powerful factor is the body which directly represents the people.

Thus the whole election, the party system, the Government itself, depend upon the ballots of the individuals. Whether a Government is good or bad depends upon the character of the men we choose to represent us. See that we elect good men to make our laws.



FLOUR MILLS, KENORA.

## MUNICIPAL GOVERNMENT.

*Stock-words.*

municipal  
municipality  
population  
town  
county  
village  
township  
taxes  
by-laws  
local  
charities

divide  
gather  
levy  
deal

Every Canadian is a member of a municipality. He lives either in a township, a village, a town, or a city. Where the population is scattered the country is first divided into *townships*; several of these townships make up a *county*. When 750 people have gathered into a small area, they may be incorporated into a *village*, and given the power of governing themselves in certain matters. If any village or other body of people grows to have a population of at least 2,000, it may be made a *town* and given larger powers of governing itself. If the population of a small area reaches 10,000, it may become a *city*, and then largely govern itself. All these divisions:

a township, a village, a town, a city, are situated in the area called a "county." The Province of Ontario has fifty counties.

These municipalities have the power to levy taxes for local improvements, as well as to raise money to pay costs of local administration. They pass by-laws to give them powers to act.

There are some matters which pertain to the whole county. All such interests are looked after by the "County Council." They include among other matters: Repair of roads and bridges; aid to schools; charities; and agricultural societies.

## GOVERNING BODIES IN MUNICIPALITIES.

*Stock-words.*

clerk  
county  
townships  
council  
warden  
reeve  
mayor  
councillor  
alderman  
committee  
control  
qualification  
collector  
general  
trustee  
tenant  
assessor  
treasurer

govern  
consist

In a County:—

The County Council is made up of representatives from the towns, villages, and townships of the county. The one who presides over the County Council is called the "Warden." He must be a member of the Council.

In a Township:—

The governing body in a township is a "Reeve" and four Councillors.

In a Village:—

The governing body in a village is a Reeve and four Councillors.

In a Town:—

The governing body in a town consists of the "Mayor," "Reeve," and Councillors from each ward.

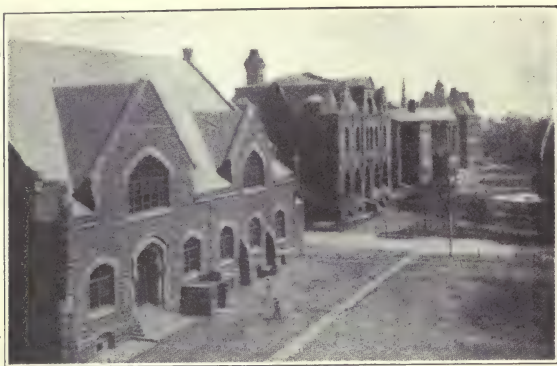
In a City:—

The governing body of a city consists of a Mayor and "Aldermen." Some of the larger cities have a business committee of the Council called the Board of Control.

These bodies form the local government of their municipality for the year in which they are elected. The election of the municipal officers takes place usually about the New Year. The candidates must have stated qualifications in property or money. The voting is by ballot. The right to vote for these officers is much the same as that for voting in provincial or general elections. Women are now being accorded the vote in all municipal and other elections on the same qualifications as men.

All voters must be British subjects, 21 years of age, and owners or tenants of property or in receipt of income.

The officers of a municipality are: the clerk, the treasurer, the assessor, the collector, the policeman, etc.



MUNICIPAL, AND OTHER BUILDINGS, FREDERICTON, N.B.

## MUNICIPAL VOTING.

*Stock-words.*

British  
elections  
property  
income  
municipality  
candidate  
witness  
service

entitle  
possess  
locate  
express  
concern

All who are British subjects are entitled to vote in municipal elections, if they possess a small amount of property, are wage-earners, or have an income. An election is held once a year. Polling-booths are located at different places in the municipality.

As in other elections, each voter at the polling-booth is given one ballot paper. On this he marks a cross opposite the names of the candidates for whom he wishes to vote. This ballot he places in a box. At the close of the poll the box is opened in the presence of witnesses, and the votes counted. In this way the will of the people is expressed even in the smallest municipalities.

Municipal Councils have to do with most of the matters which concern our everyday life:

- |                   |                                    |
|-------------------|------------------------------------|
| (a) Drainage.     | (d) Care of streets.               |
| (b) Fire service. | (e) Appointing municipal officers. |
| (c) Care of poor. | (f) Police duties.                 |



## TAXATION.

*Stock-words.*

municipality  
citizen  
duties  
expense  
business  
income  
assessment  
value  
mills  
service  
honest  
economical  
  
estimate  
elect  
contribute

The municipalities get the money for carrying out the various duties by taxing the citizens of the municipality. Each citizen pays his share of the whole expense. A citizen pays according to the extent of his business, or the amount of his income, and generally on the value of his land.

The tax is estimated in mills. A mill is one-tenth of a cent. The amount on which a man pays taxes is called his assessment. Taxes seldom go over twenty mills, or two cents on every dollar of assessment. The tax is our just contribution to the upkeep of the public services in the municipality. It is our duty to elect honest and economical Councillors.



NELSON'S COLUMN; TRAFALGAR  
SQUARE, LONDON.



PROVINCIAL PARLIAMENT BUILDINGS, EDMONTON, ALBERTA.  
Overlooking the broad sweep of the Saskatchewan.

#### GOVERNMENT OF THE PROVINCES.

##### *Stock-words.*

province  
legislature  
control  
electoral  
voters  
districts  
majority  
responsible  
hospitals  
matter  
internal  
asylums  
prisons

control  
represents  
pass  
choose  
command  
undertake

The Dominion of Canada has at present nine provinces. Six of them are very large. Each province has its own *Legislature*. The provinces have full control within their own borders respectively of all matters that are of provincial concern.

Each province in Canada has a Legislative Assembly. Two of the provinces, Nova Scotia and Quebec have, in addition, each a Legislative Council. The members of the Assembly of each province are elected by the voters of the different electoral districts into which the provinces are divided.

At the head of the government of each province is the Lieutenant-Governor. He is appointed by the Government of the Dominion, but he represents the crown. His duties in the matter of legislation passed by the Provincial Legislature are similar to those of the Governor-General in relation to all laws passed by the Dominion Parliament.

There are also a provincial Premier and his Cabinet, who are

chosen from the party having the majority in the Assembly. As in the Dominion Parliament, the Premier must resign when his party no longer commands a majority in the Assembly, so that the people's rule, or responsible representative government, applies to the Provincial Parliaments as well as to the Dominion House.

The Provincial Parliaments must go to the people at least every fourth year.

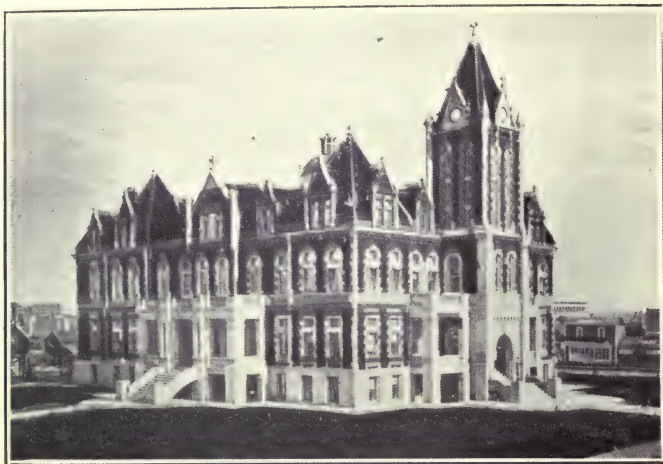
The Provincial Legislature passes laws relating to internal affairs of the province. Among other things it legislates on matters of:—

- (a) Crown lands.
- (b) Control of hospitals, asylums and prisons.
- (c) Education.
- (d) Control of municipalities within the province.
- (e) Enforcing the laws within the province.

The province also undertakes and carries out local provincial works—road-building, settlement, etc.



STREET SCENE, CANADIAN WEST, VANCOUVER, B.C.



CITY HALL, REGINA, SASK.

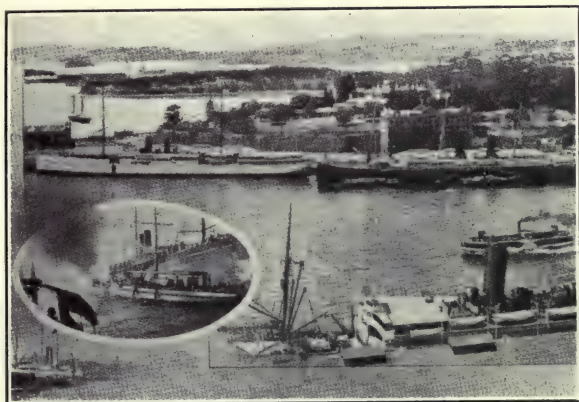
### HOW LAWS ARE MADE IN CANADA.

#### *Stock-words.*

bill  
subject  
reading  
committee  
Senate

introduce  
read  
pass  
refuse  
vote  
sign

A *Bill* on any subject may be introduced into the House. Every Bill must be read three times. The first *Reading* is simply its introduction. There is not much discussion on it then. After the second reading, it is referred to a committee, which any member of the House is free to attend. The Bill may be modified in the committee. It is then read the third time in the House. If it passes the third reading, it then goes to the Second Chamber, for approval. There it passes through the same stages. After passing both Houses it is signed by the Governor-General, and becomes law. The Governor-General has the power to veto or refuse to sign any Bill which he deems an injury to the whole Empire. This power of veto has very rarely been exercised. When the Canadian Parliament passes a measure the Governor-General signs it, or reserves it for the special Royal Assent.



SYDNEY, AUSTRALIA, A GREAT BRITISH OCEAN PORT.

### IMPERIAL RELATIONS.

*Stock-words.*

empire  
allegiance  
Crown  
citizen  
peoples  
British  
domestic  
affairs  
treaty  
secretary  
relations  
court  
conference  
foreign  
imperial  
mutual welfare

Canada forms a part of the British Empire, the many parts of which owe allegiance to the Crown. So that every Canadian is at the same time a citizen of a Municipality, a Province, a Dominion, and a world-wide Empire. We can love the municipality in which we live, whether in a county or a city, but we must be true to it as part of a Province, and that in turn as a part of the Dominion, and beyond even Canada we must be loyal to the world-wide union of peoples known as the British Empire. Each part of the Empire should adopt a course of action fitted to the needs of the whole.

Great Britain avoids any interference in the domestic or internal affairs of Canada, yet it exercises a control over any legislation which may be harmful to the Empire as a whole. The Home Government has the exclusive right of making treaties, although Canadians may negotiate such treaties when the interests of Canada

negotiate  
govern  
discuss



are especially concerned. A member of the British Cabinet, the Colonial Secretary, handles all questions arising between the Home Government and Canada.



PARLIAMENT BUILDINGS, WESTMINSTER, LONDON.

### THE IMPERIAL GOVERNMENT.

#### *Stock-words.*

limited monarchy  
sovereign  
divisions  
hereditary  
representative  
legislation  
power

check  
compose  
elect  
defeat

The United Kingdom of Great Britain and Ireland has a constitution which is called a "Limited Monarchy." In the making of laws the sovereign is at the head of a Parliament composed of two chambers, the House of Commons and the House of Lords. A seat in the Lords is hereditary with few exceptions. The House of Commons is a large body composed of the representatives of the people of England, Ireland, and Scotland. The Premier and Cabinet form the Government. In the British Isles most legislation of vital interest to the people as a whole, originates in the Commons. The House of Lords has powers similar to those of the Senate in Canada. The real power in the British Parliament rests with the elected representatives who sit in the House of Commons, the majority of whom may at any time overthrow the Cabinet or Government.

The Home Government controls the relations of the Empire with foreign powers. The Privy Council of Britain is the final Court of Appeal for Canada.

The "Great War" has brought about many changes. None of them is more important than the change in the relationship of the component parts of the Empire. Recently the Premiers of the overseas dominions have been invited to sit in Executive Council with the members of the British Cabinet. Canada along with the other self-governing dominions of the British Empire has been given a vote in the Council of the League of Nations.

During his extended tour of the Dominion in 1919, the Prince of Wales referred more than once to the role played by the Sovereign. "The Crown," he points out, "stands for that heritage of common aims and ideals shared equally by all sections, all parties, and all nations of the whole commonwealth."

Of the overseas Dominions he said: "The Dominions are therefore no longer colonies; they are sister nations of the British nation. Yet they all desire to remain within the Empire, whose unity is shown by common allegiance to the King. I do not regard myself as belonging primarily to Great Britain, and only in a lesser way to Canada and the other Dominions. On the contrary, I regard myself as belonging to Great Britain and to Canada in exactly the same way."



LAW COURTS OF WINNIPEG.

## COURTS.

*Stock-words.*

judges  
 officers  
 court  
 magistrate  
 behaviour  
 sheriffs  
 assessment  
 appeal  
 decision  
 surrogate  
 officer  
 jury  
 supreme  
 various

enforce  
 appoint  
 collect  
 summon  
 sit

The laws of Canada are enforced by *Judges* who preside in the courts of law, and a body of officers of justice called *Magistrates*, who aid in minor courts.

The Government in Canada appoints all the Judges. The Judges are in no way dependent on the will of the Government, nor are they subject to the will of the people. They hold their office for life or during good behaviour. They can be removed from office only by a joint address of the two Houses of the Canadian Parliament.

While the Dominion Government appoints the Judges, the men who carry out the law in the various provinces are appointed by the Provincial Governments. *Sheriffs*, and Magistrates who administer the law locally, are appointed by the provinces.

The Courts in a province include:—

1. Courts of Revision for voters' lists and announcement rolls.
2. Division Courts to collect small debts.
3. District Courts for trying more important cases brought before the county.
4. High Court for trial of more important cases of all kinds.
5. Courts of Appeal to hear appeals against the decision of the High Court.
6. Surrogate Courts to decide on cases of wills.

The chief officer of the law is the Sheriff of each County. He carries out the court decrees, summons juries, and supervises jails and jailers.

The highest court of Canada is the Supreme Court. It is composed of six Judges appointed for life. To it are carried appeals against the decisions of provincial courts. Beyond this is the Judicial Committee of the Privy Council. It sits in London, and is the highest Court of Appeal to Canadians.



The Union Jack means freedom and justice to all. It stands for liberty, not only in Canada but throughout the great British Empire. Men of all colors, and races, and creeds find protection under its folds. Its influence extends to all parts of the world. Think of the many thousands of brave men who have willingly died for it. The three crosses which compose the flag tell the story of sacrifice and devotion. The flag is honored and loved by the people of Canada. Let us all be true to the flag of our country.

## A PAGE OF FACTS ON THE BRITISH EMPIRE.

The British Empire embraces about one-quarter of the land surface of the earth.

The population of the Empire is 400,000,000.

The total white population is under 70,000,000.

India alone has three-quarters of the population of the whole Empire.

The principal overseas portions of the Empire—Australia and New Zealand, South Africa, and the Dominion of Canada—have full self-government. All parts of the Empire owe loyalty to the Crown.

The British Isles, the heart of the Empire, have an area of 123,000 square miles and a population of 45,000,000.

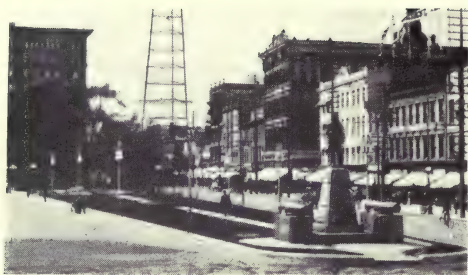
British trading vessels are found on every sea. Over 60 per cent. of the world's shipping is British.



A BIT OF OLD LONDON, THE CENTRE  
OF THE BRITISH EMPIRE.



# NATURALIZATION



GORE PARK, HAMILTON.



ON QUEEN CHARLOTTE ISLANDS.



SALMON FISHING AT THE MOUTH OF THE FRASER RIVER.

## NATURALIZATION

There are many people in Canada who are not "citizens;" they are "aliens." They were born in some other country. They still love the land of their birth, but they desire to make Canada their home. They desire to have all the rights and protection which people born in Canada enjoy. They wish to become "citizens." To do this the alien must take out "Naturalization Papers." By doing this he becomes a citizen of the new country. Canada is a part of the great British Empire. By becoming a citizen of Canada the alien also becomes a citizen of the Empire, and as such enjoys all the rights of any subject of George V throughout his world-wide dominions. Not only the alien, but also his wife and all his children under twenty-one years of age, share this privilege with him.

You live in Canada, you earn your money in Canada, you have brought your wife and family to Canada.

Why not be a citizen of Canada?

As an "alien" in the country you are deprived of many privileges, but as a naturalized "citizen" you have all the rights of the "native-born."

The following pages indicate the procedure necessary to acquire naturalization in Canada.

## THE VOTE.

We elect men to sit in our councils and in parliament. These men are chosen by votes. Each citizen of Canada, whether native-born or naturalized, has one vote. The right to vote is given as a trust. It must be used for the public good. No man should vote just to suit his own interests; he must vote for the common good of all. The man who buys or sells his vote is guilty of a great crime, and this applies equally to the woman, who has now the franchise.

The wish of the people is shown by the vote. We must abide by the desire of the majority. A good citizen not only obeys the laws which he likes, but he also obeys the laws which he does not like. Our form of government in Canada is good, and we will obey even if our candidate is defeated.



AN EXTRA GANG.

Men of foreign birth who largely compose the extra gangs, should be prepared for intelligent citizenship in the country.

## SOME THINGS REQUIRED FOR NATURALIZATION.

Here are some things required of every "alien" before he can become a "citizen" of Canada. We may put them briefly. He must show:—

1. That he is a good man.
2. That he has resided in Canada or some other part of the British Empire for at least five years within the last eight years.
3. That he has been living in Canada for not less than one year immediately preceding his application for citizenship.
4. That he has adequate knowledge of the English or French language.
5. That he intends to reside in Canada or some part of the British Empire.

If the alien meets these requirements he may become a British subject and enjoy all the rights of a citizen of Canada.



PREPARING FOR NATURALIZATION—ONE OF PRINCIPAL HARWOOD'S CLASSES FOR FOREIGNERS, TORONTO.



1. The Application.
2. The Facts for Petition.
3. The Oath.

As the form for "Application" and the form for "Facts for Petition" are almost alike, only the blank form for the "Petition" is given on the following pages.

## FORM L

## FACTS FOR PETITION FOR NATURALIZATION.

Note: A copy of this form should be furnished by the Clerk of the Court to each person posting an application for a decision that he is qualified and fit to be naturalized, so that he can at his leisure fill in the answers to the questions. After being filled out the form is to be returned to the Clerk, to be used by him in filling out the Petition.

No abbreviations must be used.

1. My name in full is.....
2. My occupation is.....
3. My address in full is.....
4. I was born on the.....day of.....  
....., 18....., at.....

If country  
of allegiance  
and of birth  
are different  
an explana-  
tion should  
be given.

....., ....., at ..... (village, town or  
..... of  
city, and post office) ..... (province  
..... in  
or state)  
and I am a citizen-subject of .....

5. I came to Canada from.....  
and arrived at the port of\*.....  
on the.....day of.....  
19...., on the vessel.....  
or by the.....Railway.

If name has  
been changed  
strike out  
6 (a).

6. (a) My name above set out is that under which I have been known at all times.  
(b) I came to the Dominion of Canada under the name of ..... and I am now known under the name above set forth.

\* If applicant entered Canada from the United States, having resided in, but not being a citizen of, that country, insert here name of port on International Boundary.

NOTE.—The form for "Application" is very similar to this. The "Facts for the Petition" will serve to show the one seeking naturalization what is needed for both forms.

7. (a) I have resided in His Majesty's Dominions for not less than five years within the last eight years. During the last eight years, I have resided at the places hereinafter named, for the periods therein specified:
 

The names of the various places in and outside the British Dominions, where the applicant resided, should be set out in full and the period of residence in each case.
8. I have resided continuously in Canada for one year immediately preceding the date of this Petition.
 

..... should be set out in full and the period of residence in each case.
9. It is my intention, if my application for naturalization is granted, to reside permanently in His Majesty's Dominions.
10. I am.....married. My wife's name is.....
 

She was born at..... She now resides at.....
11. I have.....children under the age of twenty-one years, and their names, residence and dates and places of birth are as follows:
 

Give full address in each case.

  - (1) ....., resides at.....
 

Give full address in each case.

born..... at.....

(date) ..... (birthplace)
  - (2) ....., resides at.....
 

born..... at.....
  - (3) ....., resides at.....
 

born..... at.....
  - (4) ....., resides at.....
 

born..... at.....
  - (5) ....., resides at.....
 

born..... at.....
  - (6) ....., resides at.....
 

born..... at.....
  - (7) ....., resides at.....
 

born..... at.....

The appropriate paragraph should be retained and the other struck out and initialed by the person taking the affidavit of verification.
12. I have an adequate knowledge of the
 

English }  
 French }

language.
13. I am of good character.
14. (a) I have not heretofore petitioned for naturalization.  
 (b) I heretofore petitioned for naturalization as a British subject, and an application for a decision that I was entitled to naturalization was heard before the Judge of the..... Court of..... on the.... day of..... and my application was refused because.....
 

Give in a few words the reason why application was refused, e.g., insufficient residence, inadequate

knowledge of  
the English  
or French  
language, or  
any other  
cause which  
may be  
remedied.

15. The following are correct particulars of my description for endorsement on the Certificate of Naturalization:  
Age.....years. Height.....feet  
.....inches. Color.....complexion  
Color of eyes..... Color of hair.....  
Visible distinguishing marks.....  
.....

Your petitioner, therefore, humbly prays that a Certificate of Naturalization be issued to him.

Dated at....., this.....  
day of....., 19..

Witness:

.....  
Clerk of the Court.

.....  
Petitioner's signature.

## THE OATH OF ALLEGIANCE.

### FORM III.

#### OATH OF ALLEGIANCE.

I, ....., of the ..... of .....  
swear by Almighty God that I will be faithful and bear true  
allegiance to His Majesty King George the Fifth, his Heirs and  
Successors according to law.

So help me God.

This oath must be written below upon this sheet by the person making the same in his own handwriting and signed unless he cannot do so on account of inability to write. The oath must be taken before a Commissioner, Notary Public or other person authorized to administer oaths to be used before the Court of the County or District wherein the affiant resides, and if the person making the oath does not write the same and sign in his own handwriting, the causes thereof shall be noted by the person receiving the oath.



THE LAKES OF THE GREAT CLAY BELT IN THE HUDSON BAY BASIN ABOUND IN FISH



COURT SCENE IN CANADA.

## APPLICATION TO COURT.

An "alien" desiring to be naturalized shall apply for a decision establishing that he is qualified and fit to be naturalized under the provisions of this Act:—

(a) In Ontario, to the Court of General Sessions of the Peace of the county in which the alien resides, or to the Court of Assize and Nisi Prius during its sittings in such county.

(b) In Quebec, to any circuit court within territorial limits of the jurisdiction of which the alien resides.

(c) In Nova Scotia, to the Supreme Court during its sittings in the county in which the alien resides, or to the county court having jurisdiction in such county.

(d) In New Brunswick, to the circuit court in the county in which the alien resides, or to the county court having jurisdiction in such county.

(e) In British Columbia, to the Supreme Court of British Columbia, during its sittings in the electoral district in which the alien resides, or to the Court of Assize and Nisi Prius during its sittings in such electoral district, or to the county court of such electoral district.

(f) In Manitoba, to the Court of King's Bench during its sittings in the judicial district within which the alien resides; to a judge of the Court of King's Bench sitting in court in the judicial



district within which the alien resides; or to the county court during its sittings in the division within which the alien resides.

(g) In Prince Edward Island, to the Supreme Court of Judicature, during its sittings in the county within which the alien resides, or to the Court of Assize and Nisi Prius during its sittings in such county, or to the county court of such county.

(h) In Saskatchewan or Alberta, to the Supreme Court sitting in the judicial district in which the alien resides, or to the district court in such district.

(i) In the Yukon Territory, to the Territorial Court, during its sittings in the circuit within which the alien resides.

(j) In the North-West Territories, to such authorities or persons as the Governor in Council may prescribe.

In making application for naturalization it should further be carefully noted that:

(a) The notice of application must be posted in the post office, and in the office of the clerk, in each province, who is authorized to consider the application.

(b) The clerks of the courts will supply all the necessary forms.



A STEEL GANG, C.N.R., ALBERTA. AN OPPORTUNITY FOR THE COLLEGE TRAINED INSTRUCTOR TO SUPPLANT THE AGITATOR.

(c) Any applicant who is able to read and write may conduct his own application.

(d) The fee payable to the clerk of the court is \$5.00, and if the applicant prepared the notice and affidavit himself, the only additional charge is for swearing the applicants.

(e) Naturalization in Canada confers British nationality throughout His Majesty's Dominions.

Let us look carefully at the eight steps which will be taken by one to take out naturalization papers, all duties of residence, etc., having been duly performed:

Step 1: He applies to the clerk of the proper court (according to the province in which he resides) for two Application Forms. These forms are supplied without charge. He fills them out, showing that he desires to become a citizen. One form he posts for three months in the nearest post-office; the other form he posts in



BRITISH COLUMBIA'S FINE WORK TO CANADIANIZE  
HER FOREIGNERS.

One of Principal Gourlie's soccer teams, Vancouver, 1918, under the captaincy of Yip Lett, a Chinese student.



A MANITOBA "TEACHERAGE" OR TEACHER'S HOUSE.

A splendid addition to the school. Its size varies with that of the schoolhouse. The other provinces are following the good example. The teacherage and school are at the service of adults in the evenings.

the office of the clerk of the court, where it remains for three months.

Step 2: Within thirty days after he makes his application the clerk will give him a blank form for "Facts Regarding his Petition," Form 1. In this form he fills in the main facts of his life: the date of his arrival in Canada, particulars about his family, his wife and children, his business, his place of residence, and personal marks of any nature. To fill in the "Facts," the applicant may take it with him; it need not be returned for some days, so that the applicant may give all the facts correctly. When it is carefully filled he takes it back to the clerk of the court, who fills out the "Petition for Naturalization" from the "Facts," so as to have it ready for the judge on the day of the court.

Step 3: The clerk sends to the applicant a letter telling him of the place and date on which the judge will hear his application.

Step 4: On the morning of the court the applicant goes early to the office of the clerk to attend to three things:—

(a) He takes a witness to prove his application was posted three months in the post office.

(b) He takes his affidavit that the facts in his petition are correct.



A VIEW OF TORONTO EXHIBITION, ONE OF CANADA'S GREAT ANNUAL FAIRS.

(c) He signs the Petition, which will later be sent to the Secretary of State.

Step 5: The applicant then goes before the Judge. The Judge questions him, and satisfies himself of the qualities of the applicant. If satisfactory, the Judge endorses the Petition for Naturalization.



A FRONTIER COLLEGE CLASS IN CITIZENSHIP AT A NEW ONTARIO MINING CAMP.





FARMING IN THE ST. JOHN VALLEY, N.B.

Step 6: All the papers relating to the application are then sent to the Secretary of State at Ottawa.

Step 7: The Secretary of State then notifies the applicant that he will receive a Certificate of Naturalization, and sends him a copy of the Oath of Allegiance. The applicant takes the oath of allegiance, which he sends to the Secretary of State.

Step 8: The Certificate of Naturalization is then sent to the clerk of the court, who sends one copy to the applicant, who has now become a citizen of Canada and of the British Empire.

Let us put this in more detail.

Michael Simkovitch was born in Russia, at Kiev, in 1876. He was a subject of the Czar of Russia. In 1910 he came to Canada, in the Allan boat, the *Sardinian*, from Liverpool. He landed at Quebec, and went by train to Montreal, and thence direct by C.P.R. to Nipigon, where he has since worked on the section gang of the C.N.R.

Since coming to Canada he has changed his name to John Barley. In 1912 he brought out his wife and three children to Canada. Another child has been born in this country. John Barley is a good, steady worker. He does not spend his money



in drink. He has studied English at nights, and he sees that his children are kept at school. After six years he wishes to become a citizen of Canada. These are the steps he will take:—

Mr. Barley will go to the clerk of the court at Nipigon and ask for an "Application Form." The clerk will give Mr. Barley two blank forms like Form 1. When these have been properly filled in, Mr. Barley will leave one copy to be posted in the clerk's office, and will take the other copy and post it in the post office at Nipigon, in a prominent place, for three months. This is done so that any person having an objection to Mr. Barley's application may have full opportunity to oppose it.

While these notices are posted the clerk of the court will give Mr. Barley a blank form called the "Facts for Petition," Form 1. Mr. Barley will take this home, and will take plenty of time to fill in the facts. He must be careful to have the dates and particulars correct in his Petition. He will fill in his name, his



A PRAIRIE SCHOOL.

The schools of the Western provinces are available for the use of adults in the evenings, and are often used for Canadianizing the foreigner.

occupation, his residence in Canada, and the place of his birth. The time, place and mode of Mr. Barley's arrival in Canada must be set out with care: the steamboat, the port, the railways. As Mr. Barley changed his name since he came to Canada he must give the name he bore in Russia—Michael Simkovitch—as well as his present name, John Barley.

Not only of himself, but facts concerning his wife, and children *under twenty-one years of age*, must also be given, for they, too, will be naturalized when he is. The personal description of Mr. Barley will be carefully entered; his height, color of his hair and eyes, also any marks by which he could be readily identified, such as moles, loss of fingers, cross-eyed, etc.

It will take a week or more to fill the Petition out carefully; then it is sent to the clerk of the court. The clerk prepares a copy of it as a "Petition" to come before the Judge for his signature. If it is thus approved, it is then sent to the Secretary of State at Ottawa.

Toward the end of the three months that Mr. Barley has had



PIONEERS OF PROGRESS IN CANADA PORTAGING THE LOWER WATERS  
IN THE HUDSON BAY BASIN.

his application before the public, the clerk of the court sends him a letter. He tells Mr. Barley of the exact time and place where the Judge will hear his application.

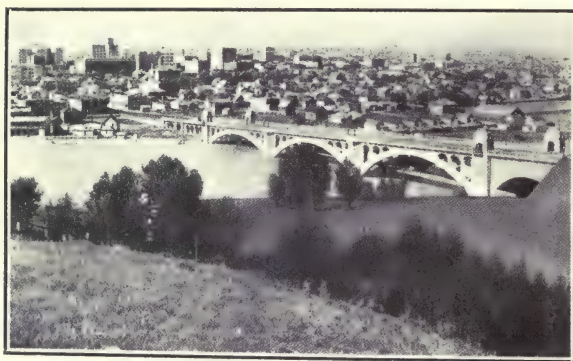
On that day Mr. Barley should be early at the office of the clerk of the court. He has three things to attend to:

1. He must bring a friend as a witness to take affidavit his application was publicly posted for three months.

2. He must make an affidavit that the facts set out in the "Petition" are correct.

3. He must sign the "Petition" which the clerk has prepared.

Mr. Barley is finally called before the Judge. The Judge will



CALGARY FROM THE BOW RIVER.

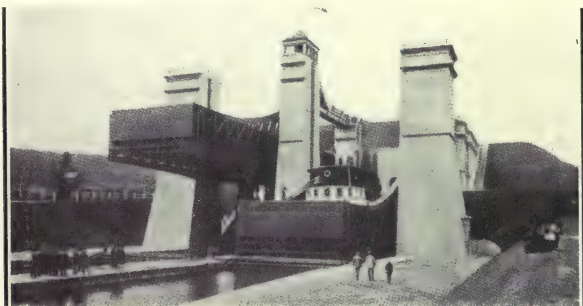
question him as to the time he has been in Canada, his occupation, and intentions. He will satisfy himself as to his character and his knowledge of English. The Judge may postpone or throw out the application if he is not satisfied, but Mr. Barley has no trouble. He is a good, steady man, and the Judge commends him for having picked up so much English, under the circumstances, in a few years. He takes his pen and signs his name to Mr. Barley's Petition.

The clerk of the court then forwards all the papers concerning Mr. Barley's Application to the Secretary of State at Ottawa. The

Secretary of State decides that a "Certificate" of Naturalization be issued to Mr. Barley, and sends him a copy of the Oath of Allegiance, Form II. Mr. Barley copies the oath in his own handwriting. Within one month he goes before a Notary Public, or Justice of the Peace, to take the oath. This is returned to the Secretary of State.

A CERTIFICATE OF NATURALIZATION IS THEN SENT TO THE CLERK OF THE COURT, WHO FORWARDS A COPY TO MR. BARLEY.

John Barley, his wife, and all children under twenty-one years



POWERFUL LIFT LOCK, PETERBORO', ONT.

of age, are now British subjects and citizens of Canada. They share in every way the rights and privileges of Canadians, and are subject to the obligations and duties of a natural-born British subject. They will honor the land of their choice. As true Canadians they will obey the laws and make their lives useful in the land, for it has given them a start in the freedom of a new life. They can share in an Empire founded on principles of liberty to all alike. Peace, contentment and prosperity will come to John Barley and his family. Let us all be loyal Canadians and help upbuild for the good of the whole people of Canada and of the Empire.

## NON-ENGLISH IMMIGRANTS IN CANADA.

The chief non-English-speaking peoples who have been making their home in Canada since 1900 may be grouped as follows. These divisions are not intended as accurate ethnic groupings, but serve to combine these races, which show like characteristics as immigrants :

Scandinavians	{	Swedes.		
		Norwegians.		
		Danes.		
		Icelanders.		
Finlanders.				
Jews.				
Italians.				
Germans and Austrian Germans.				
Slav Races	{	(a) Ukrainian	{	Galicians.
		(b) Polish.		Ruthenians.
		(c) Czecho-Slovaks	{	Bohemians.
				Moravians.
		(d) Jugo-Slavs		Slovenes.
Greeks.	{		Croatians.	
		(e) Bulgarians.	Serbs.	
Levantine	{	Armenians.	{	Bosnians.
		Syrians.		
		Turks.		
Oriental	{	Japanese.		
		Chinese.		
		Hindoos.		

## SCANDINAVIANS.

There is no finer type of foreign immigrant to Canada than the Scandinavians. They are a close second, indeed if not equal, to the British and American immigrants.

The Scandinavians readily become assimilated to the new life of the Dominion; a very large proportion of them naturalize. They make frugal industrious citizens, an asset to any young country.



The Scandinavians come largely from farms. They are also experts in the heavier work of mines and camps.

The Scandinavians are a literate people. In this respect they are fully comparable to the native-born Canadians among whom they work.

If we include with these people the Icelanders, nearly seventy thousand Scandinavians have come to Canada in the last twenty years.

They have already lived under the best forms of responsible government, and hence most readily fit into Canadian life. Every encouragement should be given toward increasing the immigration to Canada from the Scandinavian countries.

#### SWEDES.

The Swedes who come to Canada come chiefly from the north of Sweden. There the system of small farms largely prevails.



STOCKHOLM, SWEDEN.

These do not absorb the large families, and the younger members find their way to other countries, many thousands coming to Canada.

Sweden has many level areas given over to agriculture, while the whole country is well adapted to dairying.

The Swedes have played an important part in railroad building in the Dominion. With their splendid physique they have not only done much of the barrow and rock-work, but have to a large extent become the foremen and contractors on the construction of many railroads and other public works.

The average Swede who comes to Canada is better educated than the same class of Canadian, whether French or English, who works alongside of him. This is due to the excellent school system of Sweden. They have few if any illiterates. This, as well as their physical strength, accounts for their success in many lines of work in Canada.

The Swede, however, naturally gravitates to the land. Nearly forty thousand Swedes have come to Canada. They are ambitious, willing, industrious, and anxious to succeed.

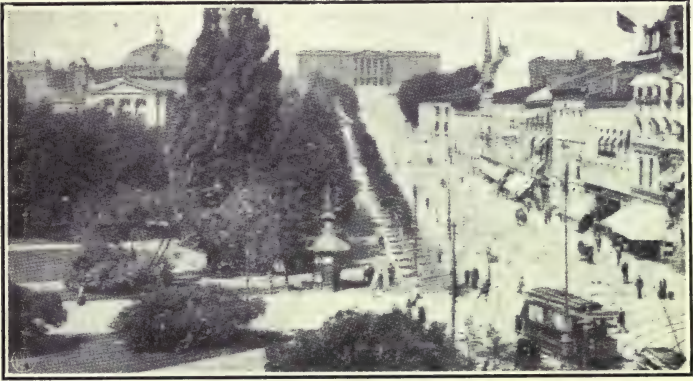
#### NORWEGIANS.

Norway is very mountainous, and its farm lands are scarce. The virile energy of the people, however, finds an outlet on the sea. Owing to the poverty of the soil many fall back on fishing for a living.

Norway has long held the blue ribbon of the sea. In proportion to her population Norway has the largest mercantile marine in the world. In her marine achievements and in the number and accomplishments of her daring navigators down through the centuries, Norway may well compare favorably with the best of the British Isles.

As in the case of Sweden, Norway's immigrants to Canada are chiefly from the rural districts. They come here as laborers, tradesmen, camp men, farmers, and sailors. Twenty-five thousand Norwegians have come to Canada since 1900.

A very fair proportion of Norwegian immigrants settle on the land. Many Norwegians come to Canada after a period of resi-



CHRISTIANIA, NORWAY.

dence in the United States. They are readily assimilated to Canadian life and ways. They find here much in common with their own home country.

Like the Swedes, the Norwegians adhere chiefly to the Lutheran Church.

The Norwegians are a thrifty, industrious, sober, law-abiding people. Canada has great need of such settlers on her prairie lands, as well as in her industrial centres.

#### DANES.

Nearly seven thousand Danes have come to Canada since 1900. Of these the great majority went to Ontario, to the Prairie Provinces, and some to British Columbia.

No better class of dairy farmers settle in Canada than the Danes. Coming from a country where are found the most progressive dairy methods in the world, these people should prove acceptable homesteaders on Canadian lands.

Denmark has combatted a sterile soil so successfully that her dairy products, her hogs, etc., command a higher price in London than those of any other country.

The initiative, skill, and application of the Danish people should find ample scope here in the larger spaces of the Dominion.

The Danes are used to responsible government. They, also, have a good school system. Danish newcomers soon take an active part in all phases of our Canadian life, some having entered the provincial legislatures.

#### ICELANDERS.

Canada has five thousand Icelanders. They have been coming to this country since 1872. They, too, have made good.

The Icelanders are to be found on the shores of Lake Manitoba, at Gimli, and at other points. In Saskatchewan there are also settlements at Churchbridge, Wynyard, and other points. In Alberta, not a few have located in various districts north of Calgary.

Icelanders and their descendents in Canada have been keen to take advantage of the splendid opportunities for education which the Dominion affords. Throughout Manitoba and in other provinces many of the teachers in the public and secondary schools are of Icelandic descent. Several of them also hold chairs in the universities of Canada. They have contributed more than their quota to the Rhodes scholars who have gone from Manitoba.

In local and municipal affairs the Icelander has always taken a prominent part. They have filled every public office and not uncommonly they have had their representatives in the legislatures of the prairie provinces.

The Icelander is a good physical type. In the Great War they readily responded, donning the khaki and meriting distinctions alongside their fellow Canadians of British extraction.

They are deeply interested in everything that makes for the welfare of Canada—politics, religion, social welfare and education. Many more of this virile northern race should be made welcome in Canada.

#### FINNS.

Immigrants from the Swedish-speaking provinces of Finland are largely Scandinavian in sentiment.

The true Finn has many qualities in keeping with the Slav races to the south. Research in the last fifty years seems to indicate some connection between the Finns and the Norwegians.



The Finns are an ancient and very proud people. For more than twelve centuries they have lived by the shores of the Baltic. Their land for hundreds of years was the scene of conflict between the Swedes and the Russians. For two hundred years Finland was under control of Sweden. Finally Peter the Great made Finland a part of his great Russian Empire. But the Finns have a keen sense of personal freedom and never fully relinquished their independence. They always resented the many efforts by different czars to Russianize them. Now Finland is a free nation once more as a result of the Great War.

Finland is an agricultural land. Farming and fishing have been the chief pursuits of the people. They have long been famous also as breeders of cattle.

The Finns, too, have many valuable personal qualities which should make them an added strength to Canadian social life. They are upright, industrious, hospitable and cleanly. The average Finn is of fine physique. Their school system is very effective; there are few illiterates, even among the immigrants to Canada. They have a passion for education. Finland has led in social reforms in the last generation. Women in Finland have long had the franchise. If at times there is a trace of revenge hidden in his life, probably the long, peculiar political struggle of his people may have engendered it.

The Finns in Canada have not gone largely on the land. They have engaged much in mining and in camp work. Their skill in rock work is well known. There are many Finns in the mining districts of Cobalt, Sudbury and along the North Shore. Large numbers of Finns have settled in and about Port Arthur, and have done farming at the head of the Great Lakes.

The Finn in Canada has not always been popular. Perhaps he has been misjudged. The long struggle with Russia for autonomy has embittered the people. It has led to extreme socialism, which seems inherent in the people. Not stopping at state socialism, which would accomplish its end by constitutional means, some extremists since coming to Canada have shown further very radical tendencies. This is not to be encouraged in a self-govern-



ing land. The Finns in Canada are always active supporters of social movements, unions, co-operative societies, and especially of the Independent Labor Party.

The Finns are largely Lutheran in faith.

Nearly twenty-five thousand have come to Canada since 1900.

#### GERMANS AND AUSTRIAN GERMANS.

In the fifteen years preceding the Great War nearly sixty thousand Germans and Austrians of German extraction had settled in Canada.

During the years of the war these people of German blood found themselves in an awkward position. While few of them had much real love for the Junker class of Prussia, and had little concern in the imperial aspirations of Germany, yet very many of them were bound to their home country by ties of kin, and of friendships only recently broken. However, as a whole these settlers espoused the cause of the Dominion and gave of their means toward the various calls made on the Canadian people.

German settlers have made splendid citizens of the Dominion. They are frugal, industrious, progressive and law-abiding. Sections of the Dominion settled by these people invariably show marked progress, not only in agriculture, but also in all other lines of industry.

In the years of peace at hand these German settlers in Canada will yet more fully share in the general welfare of the country, and advance their own material interests, unhampered by the prejudice and bitterness that for four years has shadowed Germany because of her unholy ambitions.

#### THE JEWS.

Jewish immigration to Canada has been largely a matter of the last twenty years. Yet the Jew is by no means a new-comer to the Dominion. One Hart, an adherent of the Jewish faith, served on the staff of Amherst in the campaign that wrested the St. Lawrence Valley from the French. Hart later settled at Three Rivers and became a seigneur.

Before 1765 a number of Jewish families had settled in Canada. They were largely engaged in the fur trade.

In 1807 a son of Hart was elected to the legislature at Quebec.

Many years of agitation followed as to the civil rights of the Jews in Canada. Since 1832, however, the Jews have sat in the Canadian Parliament.



LORD READING,  
Of Jewish origin. Lord  
Chief Justice of  
England.

In 1768 a Jewish congregation was founded in Montreal. For nearly one hundred years this was the only synagogue in Canada. Gradually, after 1860, Jewish places of worship were founded in the other chief cities of Canada. There are now nine synagogues in Montreal.

In 1911 there were 75,681 people in Canada of Jewish origin. Of this number Montreal had 27,948, Toronto 18,237, Winnipeg 9,023. The present population is estimated at 85,000, and is rapidly increasing.

Many of the Jews in Canada are engaged in unskilled work and in the junk and rag business, but the majority are employed in the needle trades, men's and ladies' garments, the cap and hat industry, furs, etc. In the smaller cities of Canada—Edmonton, London, Kingston, Brantford—the Jews are usually engaged in business as storekeepers or dealers. In the large cities—Toronto, Montreal, Hamilton—an increasingly large number of Jews are engaging in manufacturing and other mercantile pursuits.

A Jew, with no nation of his own, is always loyal to the country of his nativity. In the rising of 1837 the Jews took the side of the Government. They showed their loyalty to Canada during the North-West risings and the Boer War. During the last great war the Jews gave liberally to the different funds. Many Jewish citizens enlisted in the Canadian battalions for

service overseas, and Zion battalions for service with the British in Palestine received hundreds of Jewish recruits in Canada.

The ideal of the Canadian Jew is to settle in Canada while retaining his own religion, and to become a part of the Canadian people. The Hebrew orthodox faith is still predominant among the Jews of Canada. Reformed Judaism does not, as yet, play an important role among the Jews of the Dominion.

### ITALIANS.

Since 1900 nearly 125,000 Italians have come to Canada. During the years of the war many thousands of these returned to Italy. Nearly one-half of the Italians in Canada are in Ontario. There is also a large Italian colony in the city of Montreal.

Most of the Italians in Canada came from southern Italy—from the two Sicilies. It is said sixty per cent. of the Italian immigrants sail from Naples. Few Italians of northern Italy come to Canada as immigrants.

The Italian immigrants do much of the unskilled work about some of the Canadian cities, but most of them work as navvies on railroads, canals, power plants, and other public works.

Few Italians settle on the land in the Dominion. There are not more than five thousand Italians in the three Prairie Provinces. Of seventeen thousand Italians who came to Canada in 1913, more than thirteen thousand were unskilled laborers.

The Italians have shown a tendency to segregate into "Little Italys" in the cities and larger towns. They have sometimes been criticized for hoarding money in Canada and taking it back to Italy. But representative Canadians of Italian descent have stated: "The fault does not lie wholly with the Italians. They are brought here, worked hard while needed, and then entirely neglected when the work is done. They should not be overlooked thus when unemployed; they seek companionship."

Contrary to the belief of many, the Italian navy is peaceable, and usually well behaved. Most of the immigrants who come to the Dominion are illiterate, but they are often anxious to learn English and acquire a knowledge of Canadian institutions.

Several large businesses in Canada are conducted by wealthy Canadian Italians. A macaroni factory is located at St. Catharines. A large share of the fruit business is conducted by them, and they also control large wholesale fruit establishments, both for import and export.

In the professions, too, the Canadians of Italian descent are also taking their place, in medicine, in law, and in music. Many Italian students are at present enrolled in Canadian universities.

The Italian is industrious. He would rather remain here and make Canada his home. More effort must be made to get him on



FIUME.

the land. Virgin tracts throughout the Dominion need his intensive touch.

Italy has played a large part in the progress and development of the human race. It has a history probably transcending that of any other modern land. Italy possesses responsible government in every particular. The present unity of the Italian States dates from 1870. The Italian people have been a great factor in world progress.

#### THE SLAVS.

Within the past two decades the Slav people have become an increasingly important element in the population of Canada.



The Slavs are essentially land workers. A much larger proportion of these peoples go directly on the soil than of any other class of immigrants entering the Dominion. Their influx is not as marked as that of the Italians or Jews, who congregate in the cities and larger centres.

As new arrivals in the country, they have been roughly classed as Russians or Austrians—even sometimes dubbed “Bohunks” or “Hunkies,” when no particular love is intended: often their neighbors and fellow workers neither know nor care enough to make distinctions.

The Slav has been complicated through the last ten centuries by an exchange of blood with neighboring peoples. To the ordinary Canadians the many Slav races seem to coalesce, yet the Slav races are separated by distinctions of speech, of nationality, of political ideals and often of religion, quite as much as mark the nationalities of Western Europe.

In general type, the Slav, as seen to advantage in Western Canada, is of medium stature, but thick-set and strong, not graceful in motion, and with sometimes a sullen expression on his broad face. But his redeeming feature is his fondness for home life and his eagerness to settle on the land. The soil of Canada will make him a freer man. In the broad stretches of this new country he will come to his own.

As Canadians we know too little of the home country, of the literature, and the aspirations of the Slav peoples. It has been estimated that previous to the Great War, thirty millions of these peoples were subject to Germany and Austria. Very many who have come to Canada have sought to escape the compulsion and burdensome conditions in their own land.

The total Slav population of the world is close to 170,000,000. They first entered Europe during the period of the migrations in the fifth century. Before the close of the seventh century the Slavs had reached the Baltic and the Adriatic, occupying the lands drained by the Danube. For a thousand years succeeding the Slavs were constantly divided, and generally a subject people, their unity prevented by differences of creed and language, yet



they have played their part in saving Europe from the hordes of Asia. For centuries they confronted the Turk. Behind the barrier made by the Slavs, Western Europe progressed in art and developed in security. The Slav race, in comparative bondage for many centuries, has given the world a John Huss, a Tolstoi, a Copernicus, besides a host of patriot leaders. Under the incentive of free institutions, the Slavs who have made Canada their home will yet give to the life of the Dominion men equally as devoted to progress and public human welfare.



THE SLAV INMATES OF A NORTHERN BUNKHOUSE.



SKYLINE OF A SLAV CITY IN EUROPE.

The following poem to Canada, by Michael Gowda, of the Slav people, who with thousands of his countrymen have settled in the great Canadian West, well sets forth the feelings and aspirations of these kindly people who have already found homes in the Dominion:

O free and fresh home, Canada! Can we  
 Born far o'er seas, call thee our country dear?  
 I know not whence or how that right may be  
 Attained through sharing blessings year by year.

We were not reared within thy broad domains,  
 Our fathers' graves and corpses lie afar;  
 They did not fall for freedom on thy plains,  
 Nor we pour out our blood beneath thy star.

Yet we have liberty from sea to sea;  
 Frankly and true you gave us manhood's share.  
 We who like wandering birds flew hopefully  
 To gather grain upon thy acres fair.

O Canada, in liberty we dwell till death;  
 Our children shall be free to call thee theirs.  
 Their own dear land, where gladly drawing breath,  
 Their parents found safe graves, and left strong heirs.

To homes and native freedom, and the heart  
 To live and strive, and die if need be,  
 In standing manfully by honor's part,  
 To save the country that has made us free.

The Slav peoples have three great divisions:

*Eastern Slavs:*

- (a) Little Russians, including the Ukrainians, number thirty millions; many have come to Canada.
- (b) Great Russians, number sixty millions; few come to Canada as settlers.

*Western Slavs:*

- (a) Poles, twenty-five millions.
  - (b) Czecho-Slovaks, ten millions.
- Many of the Western Slavs have come to Canada.

*Southern Slavs:*

- (a) Jugo-Slavs, fifteen millions.
- (b) Bulgarians, ten millions.

There has been only a small immigration to Canada from the Southern Slavs.

THE UKRAINIANS.

A large part of the Slavs who have come to Canada may now be classed as Ukrainians. This includes the Galicians and the Bukowinians. They are commonly called Ruthenians in Canada. Many who have settled in Canada came from the province of Galicia.

In 1914 nearly twenty thousand Ukrainians came to Canada. Of this number, fifty per cent. went directly on the land, and more than seven thousand engaged as general laborers. They are a desirable class of settlers in Canada, where brawn and muscle is so much needed on the land. Many Ukrainians enlisted and served with the Canadian forces overseas.

Not only in literature, but in history, the Ukrainians have had an honorable place. Printing was early developed. Much Ukrainian writing contributes to the glory of what is called Russian literature.

The Ukrainian people are kind-hearted, generous, and devout. They have established schools. They are anxious to learn the English language and to acquire an education generally.



DANZIG, THE NEW PORT OF POLAND.

## POLAND.

One result of the Great War is the recreating of the ancient Kingdom of Poland. During the century ending in 1793, Poland had been gradually parcelled out among its three great neighbors, Austria, Prussia, and Russia. Before 1800 Poland had lost its independence entirely. Gradually all rights were restricted, until even the use of Polish in public became a crime.

But for more than one hundred years since, the Polish people have never ceased in their efforts to regain their independence. Disappointed by Napoleon in 1812, they have by frequent revolutions continued to assert their right to nationality.

Now their hope is realized. New Poland will be a nation of twenty-five million people, situated in the heart of Europe, with outlets to the Baltic.

For twenty-five years the Poles have been coming to Canada. There are forty thousand of Polish origin in the Dominion. Two-thirds of these are west of the Great Lakes. The Province of Manitoba has sixteen thousand Poles and Saskatchewan and Alberta between them have as many more.

The Poles have made splendid progress in Canada. Large numbers of them have homesteaded. They are industrious, and at opportunity are building neat wooden and brick houses to replace the mud huts in which they started life on the prairies.







The Poles are always anxious to have their children educated. Advantage is also taken, where possible, of higher education. All the professions in Canada have representatives whose parents were born in Poland. The Poles are devout Roman Catholics.

#### THE CZECHO-SLOVAKS.

These people in Canada have come largely from Bohemia and Moravia. As a Slav people they, too, have become actual settlers on the land. They are a people of quiet persistency and industry.

Like the Poles and other Slav races the Czecho-Slovaks are fond of singing and dancing. They are also fond of folk music. All the emotions of the Slav peasant find expression in their songs or primitive dance tunes. The Slav people are powerfully influenced by their church music.

#### THE JUGO-SLAVS.

These comprise Slav peoples of the south, except the Bulgarians. The Slovenes, the Serbs and the Croatians are the chief peoples which go to make up the Jugo-Slav State. They have long been submerged by German, Italian, and Turk influences. They, too, are an ancient people. Of their numbers those who have come to Canada—probably twenty thousand—have engaged as workers in unskilled work or settled in communities on the prairies. To know these people we must know something of their village life in Europe. Even in Canada his environment and home life is a curious blend of the old and the new.

As a people, the Jugo-Slavs are darker than the northern Slavs. For generations they have been toughened as a people by outdoor life and constant border warfare. Many men up to fifty years of age in their mountain villages have been more used to fighting than to labor. This characteristic should subside on the wide, free plains of Western Canada.

The Jugo-Slavs are largely followers of the Greek Church. The Russian Orthodox, or Greek Church, retains the allegiance of most of the Slav peoples except the Poles. The Russian Church has set its face against the Bolshevik extremists. She is

being born again, and with new life and larger heart will continue to lead her devoted followers, in whatever land they dwell.

The literature of the Jugo-Slavs is rich, too, in poetry, legends and songs of love and war, many of which relate the feuds and factions of the past centuries.

#### BULGARIANS.

The Bulgarians who have come to Canada since 1905 came largely to engage in work on railway construction. They are a vigorous people and have proved adaptable in fitting into Canadian life on prairies and in work-mills and camps. In cities and towns, however, the Bulgarians show a decided tendency to segregate in districts.

Like others of the Balkan peoples, they sometimes bring with them the prejudices engendered by centuries of struggle in the Old World conditions.

They possess in full the traits of the other Slav peoples in their love of songs, and often of community life. Their folk songs abound with tales of love and war—wars nourished by contending for national life through long periods embittered by fierce struggles with the Turks.

The Bulgarians, too, have made good citizens. They are frugal and industrious, and seek to fit into the life of Canada. Many Bulgarians are engaged in business throughout the country.

#### LEVANTINE PEOPLES.

There are about twenty-five thousand people of Levantine origin in Canada. In later years there have come to Canada, in increasing numbers, many of the peoples from lands about the eastern Mediterranean. Chief among them are the Greeks, the Syrians, and the Armenians. As the Slav races seem particularly adapted to the land, so the people of these Levantine races dwell almost entirely in our cities and towns. They are traders. For forty centuries they and their ancestors have been at the cross roads of the world's commerce.



VENICE.

#### THE GREEKS.

Few Greeks had come to Canada before 1900. Since then more than ten thousand have come to the Dominion. About one-third of these are in Ontario. There are also considerable numbers in Quebec and in British Columbia.

So far very few have taken up land. They are small traders, restaurant-keepers and grocers. The Greeks are frugal, industrious, and a capable class of immigrant. They are well behaved and contribute largely of their means to patriotic, Red Cross, and other calls made by the people of Canada during the war years.

The Greek people number nearly twelve millions, of which about one-third are in Greece. The remainder are found largely in Western Asia Minor, the Balkans, and the lands about the Mediterranean.

Their nationality has been preserved only by constant vigilance. The glory of old Greece faded in the centuries of struggle against



the Turk. The co-operation of Greece with the Allies in the last two years of the Great War was an important factor in the downfall of Turkey and the collapse later of Germany.

#### SYRIANS.

The oldest city in the world of continuous habitation is Damascus. With its position on the caravan routes of three continents, it has held its place as a world mart. Damascus is the city of the Syrians. Despite Turkish occupation for hundreds of years, the Syrians have always looked for its final deliverance.

The Syrians, too, are late-comers to Canada. At present they do not number more than eight thousand.

The Syrians are keen, good business people, anxious to become citizens and take their place in the public affairs of the Dominion.

Most Syrians are engaged as small traders.

#### ARMENIANS.

There are about two thousand Armenians in Canada.

#### TURKS.

The Turks throughout the Dominion number nearly five thousand. Many were originally brought to Canada as workers for railroad construction. They are a strong, active, and capable people.

#### ORIENTALS.

"They shall not pass" seems to be the law inexorable set up in Canada toward any undue immigration from oriental countries. The fear of unfair competition, due to lower standards of living, has united labor throughout Canada in solid formation against eastern immigration. There lies, too, back of it all, racial instincts, a desire to have no large settlements of the yellow races in Canada. A "white man's country" as a slogan has found an echo in the hearts of most Canadians, and has doomed oriental immigration on any large scale to Canada.



## THE JAPANESE.

The group of islands off the north-eastern coast of Asia, which together form the home of the Japanese people, has an area of only 150,000 square miles, a little more than half the size of one of the three Prairie Provinces of the Dominion, yet Japan has a population of nearly fifty millions, and the island kingdom of Nippon has become one of the world's greatest powers.

The Japanese are a gifted people. They are frugal and industrious. Within a generation they have transformed the industrial processes of their country. They eagerly seek a share in the world's commerce.

By victory over China in 1897-8, and later over Russia in 1904-5, Japan has shown her strength and a determination to assert her place in the affairs of the Pacific.

While traditions and conservatism are prominent in the social life of the people, Japan has also experienced much political progress. Since 1890 Japan has had a modified form of responsible government. She has splendid schools and universities.

For the past two decades the Japs, as they are called, have endeavored to get a secure foothold in British Columbia. Since 1900, close on fifteen thousand Japs have come to Canada. They engage in fishing, serve as laborers, as domestics, and a considerable proportion engage in trading. It has been feared that the small-craft fishing on the Canadian Pacific would be monopolized by the Japs to the detriment of Canadians.

The restrictions placed on Japanese immigration is intended to effectively act as a check toward any great increase in the Japanese population in Canada.

Personally the Japs are bright, keen, energetic, desirous of making good, hard-working, self-reliant, capable, studious, and ambitious. They seek knowledge, attend schools, night classes and even universities at opportunity.

## HINDOO.

The Hindoo immigration to Canada may be said to have been a feature of the two years of 1906-8, when close on five thousand



DELHI, THE NEW CAPITAL OF INDIA.

came to Canada. Since then the immigration has practically ceased and many have returned home. There are probably not more than two thousand at present in Canada; nearly all are in British Columbia.

The Hindoos who came to Canada are chiefly Sikhs. Their coming raised delicate questions within the Empire, for no class of people have given more valiant service to Britain, not only in India, but in Africa and other parts during the great world struggle.

The Sikh makes a splendid soldier. As cavalry these turbaned horsemen have successfully co-operated with the white soldiers of the Empire in the campaigns of the East.

But the people of Canada have decided that the Dominion shall not become an outlet for the masses of India. By imperial arrangement immigration from India has been practically abolished.

The Sikhs physically are fine specimens of manhood; big, well set up, and with the air of confidence born of centuries as free men. They are not a quarrelsome lot, are likeable, and many of them have about them an air of refinement.

In British Columbia they work in the logging camps and the large mills, and also engage in fishing.

#### CHINESE.

It has been estimated that nearly thirty-five thousand Chinese came to Canada since 1900. During the years 1910 and 1914 an average of five thousand Chinamen a year came to Canada. This may be due to the era of railroad expansion and the utilization of Chinese labor on construction in the West. Three-quarters of the Chinamen in Canada are in British Columbia. Ontario has less than three thousand, and Quebec about half that number.

Chinese in Canada engage in laundry work, in trading, in fishing, and as laborers. Many also are employed in restaurants, and in truck farming in British Columbia.

Gambling seems to be a besetting vice of Chinese, probably due to their social isolation. But on the whole the Chinese are industrious, inoffensive, and well behaved. Their industry would make them a splendid asset, but race antipathy has decreed that Canada shall never have a large influx from China. The head tax is large and serves also as a check on immigration.



MIGHTY NIAGARA, SCENIC SHOW PLACE OF CANADA.

# HISTORY AND PROGRESS





FAMOUS OLD GUIDE.

# HISTORY AND PROGRESS

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## OUTLINES OF CANADIAN HISTORY FOR MORE ADVANCED

### DISCOVERY IN CANADA.

Three Periods:—

I. Exploration along the Atlantic coasts, and French settlements planted in the St. Lawrence Valley, 1492-1610.

II. Discovery extended inland to the Great Lakes and the Mississippi River, 1610-1710.

III. Discovery in the great North-West and along the Pacific coast, 1710-1810.



RUINS OF EARLY FRENCH FORT ON AN ISLAND IN THE  
ST. LAWRENCE RIVER NEAR KINGSTON, ONT.



DEPARTURE OF THE CABOTS.

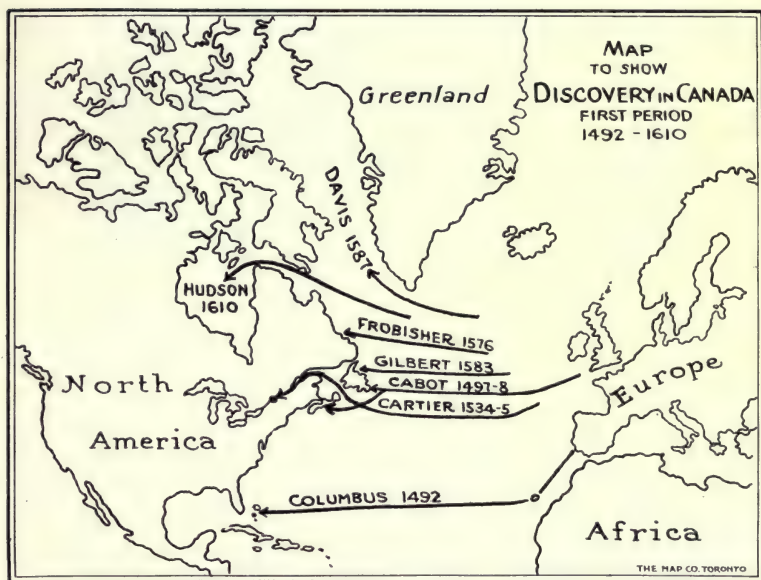
## FIRST PERIOD, 1492-1610.

In 1492 Christopher Columbus discovered America. He reached land far south of what is now Canada. A few years later, John Cabot, exploring for the King of England, touched at Newfoundland and Nova Scotia. Jacques Cartier, however, was the real discoverer of Canada. In 1534 this brave seaman ascended the St. Lawrence to where Montreal now stands, and laid claim to the whole region for the King of France.

For the next sixty years little was done toward actual settlement in Canada, though hardy French and English fishermen came yearly to fish for cod off the shores of Newfoundland. During this period also many bold efforts were made by Frobisher, Davis, and other English navigators, to find a new way to the East around the north of Canada.

But the real history of Canada, then called New France, starts with Samuel de Champlain, who founded the city of Quebec, on the St. Lawrence, in 1608.

Two years later Henry Hudson explored the waters of Hudson Bay.



MAP TO SHOW DISCOVERY IN CANADA IN FIRST PERIOD, 1492-1610.



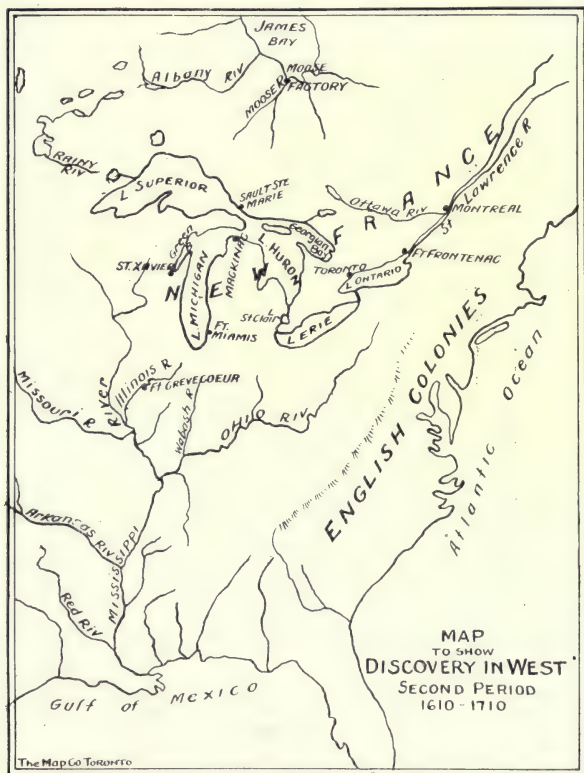
EARLY EXPLORERS AND INDIANS.

## SECOND PERIOD, 1610-1710.

Slowly exploration and trading extended inland to what is now Ontario. Having obtained a foothold on the St. Lawrence, France kept always in view the vast country of the interior. One after another the Great Lakes became known to the French.

Daring French traders reached James Bay and Lake Superior. The trade area was widened and many missions were founded. In 1673 the French had reached the Mississippi. Later La Salle explored the great river to its mouth. By 1710, New France included not only the St. Lawrence country and the area of the Great Lakes, but northward toward Hudson Bay where the English had also established trading posts, and southward along the fertile valley of the Mississippi.





MAP SHOWING DISCOVERY, 1610-1710.

## THIRD PERIOD, 1710-1810.

For the next hundred years exploration in Canada was chiefly in the vast region north and west of the Great Lakes, and beyond the Rocky Mountains.

Before 1740, Verendrye and his sons had explored the valley of the Saskatchewan to the foothills of the Rockies.

With the passing of Canada to the British, in 1763, there arose increased activity among the rival trading companies for the coveted fur lands of the West and North. Daring employees kept constantly enlarging the known hunting areas. Within thirty years Mackenzie had reached the Arctic, by way of the great river which since bears his name. Hearne explored in the area westward from Hudson Bay. Later Mackenzie crossed the Rocky Mountains and reached the Pacific coast.

Meanwhile, Captain Cook had sailed in the North Pacific, followed some years later by Captain Vancouver, who explored the coast of British Columbia.

Before 1807, Simon Fraser had traced the swift waters of



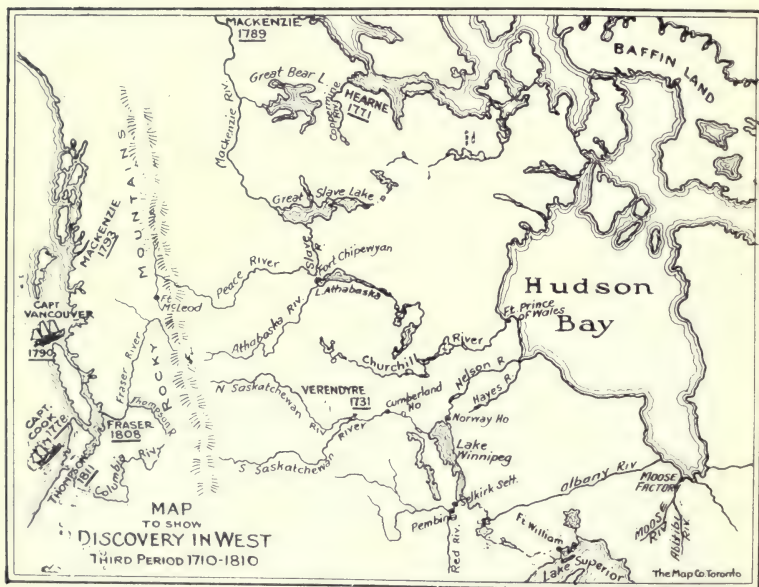
the Fraser River to its outlet in the Pacific, while David Thompson had located the other large rivers of Southern British Columbia.

Before 1810, the most of Canada as it is at present was already known. Discovery had spread slowly for the first hundred years from the Atlantic coasts and the St. Lawrence Valley to the Great Lakes. It continued gradually westward, until in another hundred years the Arctic had been reached, the Rocky Mountains crossed, and settlements started on the Pacific coast. It must be remembered, however, that only within the last fifty years has the whole of this great area, from the Atlantic to the Pacific, been included in the present Dominion of Canada.

Let us look briefly at some of the events which have marked the growth of Canada, through three hundred years of struggle, from a small trading post on the St. Lawrence to its present proud position.



MAKING BIRCH BARK CANOE.



DISCOVERY IN WEST, 1710-1810.

## INDIANS.

The native races of Canada were called Indians. There were many tribes. They lived in the regions from the Gulf of St. Lawrence to the Great Lakes. The men were tall, sinewy, copper-colored, with black eyes and straight, black hair. They were keen of sight, cruel to their foes, and used to hardships. They dwelt in pole tents covered with bark or skins. A few of the tribes lived in villages made up of long wooden buildings, in each of which lived several families. The Indian women grew a little corn in the open spaces near the villages, but fish and game was the chief food of the Indians. The men hunted and fished or idled when not at war.



INDIAN MEDICINE MAN.



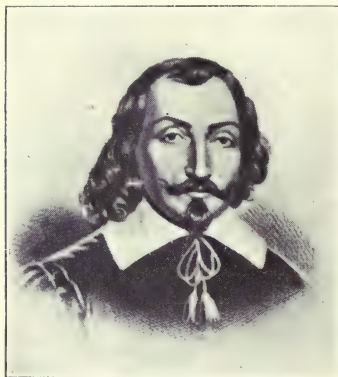
INDIANS CELEBRATING VICTORY.





## CARTIER.

It was France which formed the first settlement in Canada. In 1534, Jacques Cartier, a French seaman of St. Malo, crossed the Gulf of St. Lawrence and landed at Gaspé. In 1535 he came again and sailed up the St. Lawrence as far as Montréal, claiming the land for the King of France. He spent the winter at Québec. His wonderful tales of the new land caused France to form a colony along the St. Lawrence.



## CHAMPLAIN.

To Champlain, however, belongs the honor of forming the first permanent settlement in Canada. Champlain was a young man of good birth and attainments. He had made several trips to Canada with the trading ships, when he resolved to give his life to the work of exploring and settling Canada. In 1608 he came prepared to stay. He founded the city of Québec, and in the next few years explored the rivers

flowing into the St. Lawrence. He spent most of the year 1615 in exploring what is now the eastern and central part of Ontario. His great purpose was to open up the country for trade, and to civilize and Christianize the Indians. He made a mistake in taking sides with the Indians in their wars, but he gained the respect of his allies. He died in 1635.



EARLY FRENCH MISSIONARIES.

#### MISSIONS.

The French made every effort to convert the Indians and to civilize them. The Church sent out priests, who made their way among the Indian tribes. These devoted men were often ill-treated by the savages, but no amount of failure could discourage their zealous and unselfish efforts. Their work met with most success among the Huron Indians of the Georgian Bay district. Under the influence of their teaching many of the Indians left off their heathen practices, missions were founded, churches built, schools started, and lasting good seemed to have been accomplished. But in 1648-9 these missions were destroyed by cruel Indian raids from the south. Most of the priests were slain and their people scattered among other tribes,



WHERE HEROES FELL—DEATH OF DAULAC.

## INDIAN WARS.

For more than one hundred years the feeble French settlements along the St. Lawrence were in constant danger of Indian foes, who frequently raided the villages and destroyed the settlements. Quebec, Three Rivers, and Montreal alone were barely able to withstand them. The early history of Canada has many incidents of heroic men and women who defended the colony. One among many is the story of the fight at the Long Sault Rapids. In 1660 Daulac, a young Frenchman, and a small band of French and Indian allies, in a rude fort withstood for several days a strong force of Iroquois Indians. The little band sacrificed their lives, but they saved Montreal and the whole French colony from attack.

### CANADA TAKEN FROM THE CONTROL OF TRADERS.

Early Canada was first placed under the control of trading companies by the King of France. The fur trade was the main business of the colony, and the little settlement that was made arose only to promote trading. For nearly forty years Canada was governed by these trading companies. But the companies in seeking trade cared little for the state of the colony, which suffered from neglect. So in 1663 the King of France placed Canada under royal rule. Able officials were sent to Canada, who sought to settle the country. There were three chief officials: the Governor, who controlled the military forces; an Intendant to carry out the laws, and a Bishop to look after the spiritual welfare of the colonists. Bishop Laval was the first Bishop.







## FRONTENAC.

Count Frontenac was an able officer. He was made Governor of Canada in 1673. As Governor he did much to check the Indian raids on the French hamlets. But his hasty temper got him into trouble with the Church, and Frontenac was recalled to France. His successors as Governor for five years utterly failed to protect the colony. Frontenac was again sent to Canada in 1687. He at once led a strong force to punish the Indians, and also the English settlers of New York State, whom he blamed for aiding the Indians. His expedition was successful, and the raids on the French settlements ceased for many years. The Indians learned to fear his name and to respect him. While he lived he gave Canada peace. He died in 1698. Next to Champlain, Frontenac accomplished most for early Canada.



AN OLD FORT IN FRENCH CANADA.





EARLY TRADING ALONG THE ST. LAWRENCE.

## SOCIAL CONDITIONS IN NEW FRANCE.

The French colony on the St. Lawrence grew very slowly. Even as late as 1740 the whole population was not over twenty-five thousand souls, and half of these were in the two towns, Quebec and Montreal. The country was one vast forest, with a fringe of settlements along the banks of the St. Lawrence. West, on the Great Lakes and at points in the interior, were trading posts, which were generally well fortified. The chief of these were at what is now Kingston, Niagara, Detroit, and Mackinaw.

One thing became the bane of the colony, and helped to account for the slow growth: the young men would not settle on the land. They preferred the freer life of the woods. They left the settled life of the hamlets and roamed by lake and wood in quest of furs. Until 1763 the fur trade was a monopoly, but this class of men, called *coureurs de bois*, defied even the authorities. Many of them took to themselves Indian wives and became as wild and cruel as the Indians among whom they lived.

The French settlers, or "*habitants*," crowded into small hamlets that lined the river, or farmed land within easy reach of a rude fort. A cottage seldom contained more than two rooms; some boxes and benches, a table, a fireplace, a cradle, and a loom

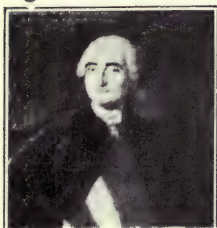


made up its furniture. Their simple garb was of homespun, with a bright sash, a woollen cap, and cowhide or deerskin moccasins. The women dressed in homespun, too, with a bright kerchief for the neck and shoulders. Their diet was wholesome: vegetables, meat, milk, and bread, with much salt meat in the winter. This was varied by fish and fresh game. The habitants were very sociable; a summer of toil was relieved by a winter of long rest and amusement, for much of the winter months was given over to gaiety.

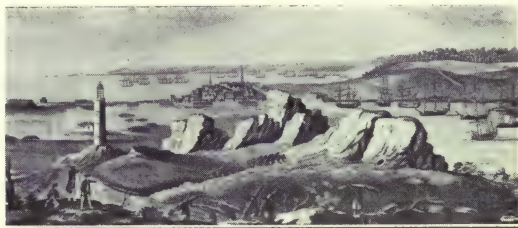
The Church filled a large place in the lives of the people. The small white homes of the habitants clustered in groups about the village church. The masses of the people were very loyal to their religious duties. The clergy were the proved friends of the poorer settlers, and stood by them in resisting unjust demands of the military and court parties at Quebec.

The "seigneurs" were the landlords of the colony. They were generally court favorites, who were granted large tracts of land directly from the King of France. They let out their holdings to the settlers in return for low rentals or a portion of the crop. The seigneurs were often men of means and considerable culture, their comfortable homes being the social centre of the community.

Fur was the great article of export, but flour, pork, tobacco, and peas were produced in quantity enough for export, too. Some woollen goods were produced. Rum and molasses and manufactured goods were brought in to the country by the few ships which visited the St. Lawrence every summer.



MONTCALM.



LOUISBURG, 1740.

## THE SEVEN YEARS' WAR.

For more than fifty years a storm had been brewing. The British settlers of the Atlantic coast had been pushing year after year back into the rich lands of the Mississippi Valley and the fur country around the Great Lakes. The French claimed all the land of the interior, and sought to hold it by building a chain of strong forts extending from Louisburg, in the north, to the Gulf of Mexico, by way of the St. Lawrence, the Ohio, and the Mississippi. The British resented this check on their trade, and friction arose where rival traders met. War had broken out in 1745, and Louisburg was taken, though the Peace of 1748 restored it again to France. It was only for a brief time; increasing rivalry in trade led to frequent clashes between the French and British, which often resulted in bloodshed. The struggle for supremacy could not longer be avoided. The French Government sent to Canada Marquis de Montcalm, a brave general, to defend French interests in America. For several years Montcalm, though poorly sustained, ably defended the colony, but his resistance was weakened by greater odds. In 1758 Britain sent General Wolfe, a young but proved officer, with large forces to drive the French from Canada. Gradually the French were driven back on the St. Lawrence. Finally, in 1759, Quebec was taken, and by the Treaty of Paris, 1763, all Canada passed to the hands of the British.



QUEBEC CITY, FIFTY YEARS AGO.

## THE CAPTURE OF QUEBEC.

Let us tell in a few words the story of the capture of Quebec.

In the early summer of 1759 Wolfe, with a fleet, appeared before Quebec. A great task confronted him. Quebec was a strong position: entrenchments lined the shore for eight miles, the heights on which the fortress stood were steep and very high and defended by one hundred cannon. The garrison consisted of splendid troops, with a large force of militia and Indians to assist them.

A steady fire from the British ships and the land batteries, which were planted on Point Levis, soon reduced the lower part of the city to ruins; but Montcalm, alert and secure in his position, defied the efforts of Wolfe to obtain a landing. A desperate attempt to secure a footing below the city in the end of July failed, and the Highlanders withdrew with heavy losses. Many weeks passed, and all the assaults brought only discomfort; chagrin and disappointment brought on sickness, and Wolfe was prostrated for weeks with fever. Meanwhile, the summer was passing and little had been done.



Recovering his strength, Wolfe daringly grappled with a project to scale the steep heights on which the citadel stood and gain the level plains in the rear of the city. The night of October 12th saw his scheme put into execution, and by daybreak next morning Wolfe, with his veterans, stood ready for battle on the Plains of Abraham.

Montcalm, taken by surprise, rearranged his men and marched to meet the enemy. The struggle was brief. The French attacked with spirit; the British ranks reserved their fire until the foe was within forty paces, then a deadly fire poured forth;

a charge ensued, the French were beaten, and swept back behind the city walls. Three days later the city surrendered.

It was a dearly bought victory. The brave leaders on both sides were mortally wounded. Wolfe died on the field. His death tinged with sadness the joy of victory. Montcalm, no less gallant a soldier, breathed his last in a few hours within the city.

In the following spring Quebec narrowly escaped recapture by a French force from Montreal, but was saved by the arrival of a British fleet.

This was the close of French rule in Canada. For two centuries the history of early Canada is filled with the deeds of devoted men who spent their lives to promote the interest of France. Cartier was the first navigator of the St. Lawrence; Champlain laid the foundation of Canada; zealous priests and Jesuits sought to redeem the savages; explorers widened French domain north and west and south. No country could covet more devoted servants, but Canada had been governed too much from the court of the Kings of France. With the passing into the hands of the British, Canada awoke to new life.



WOLFE.





OLD STONE FORT AT VAUDREUIL.

### THE QUEBEC ACT.

The total French population of Canada at the time of the Conquest did not number more than sixty thousand. By the Quebec Act of 1774 they were secured in the possession of their property and laws and the full enjoyment of their religion. This wise toleration won to Britain her French subjects, and when the British colonists on the Atlantic coast southward rose against the mother country, the French in Canada did not join them, but remained loyal to Britain. The Americans invaded Canada, but were defeated and driven out in 1775-6 having failed in their attempt to capture Quebec.

Canada owes a debt of gratitude to Sir Guy Carleton, afterwards Lord Dorchester, whose influence, tact, and great ability played such a part in successfully bringing about the passing of this Act. By it the St. Lawrence country was conserved to Britain.



ST. JOHN AND PORTLAND, N.B., IN 1840. SETTLED BY LOYALISTS  
IN 1785.

#### THE COMING OF THE LOYALISTS.

In 1783 the American colonists obtained their independence from Great Britain. There were a large number in the colonies who had remained loyal to Britain during the war. These people now found themselves in disfavor in the new republic. The British Government offered them land, sums of money, and farm implements to settle in Canada. Many thousands of them came in the years between 1783 and 1795. They settled in Nova Scotia and New Brunswick, large numbers taking up land around the Bay of Fundy. Many came to Quebec, forming an English-speaking settlement in the "Eastern Townships;" but the majority came up through New York State to what is now Ontario. They settled along the St. Lawrence and the shores of Lake Ontario, and in the Niagara district. Many also located along Lake Erie, and as far west as the Detroit river.

The coming of these loyalists added many elements of strength and progress to the life of Canada.

## THE FUR TRADERS.



TRAPPER.

The fur traders played a very important part in the opening up of Canada. For more than two hundred years all settlement in Canada had largely as its object the trade in furs. Under the French regime there was a strict monopoly in furs; only the Government or privileged traders could deal in furs; but after the conquest, 1763, state monopolies were done away with, and many small trading companies sprang up, anxious to barter with the Indians and trappers. These smaller companies united or were absorbed later by the larger ones. About the beginning of the century (1800) there were two great rival fur companies in Canada—

the North-West Fur Company and the older Hudson's Bay Company, founded in 1670.

The winter time was the hunting season. The Indians and woodmen scattered over a wide extent of country in their hunt. A good hunter killed as many as 500 beavers in a season, besides a large number of mink and fox, as well as large animals.

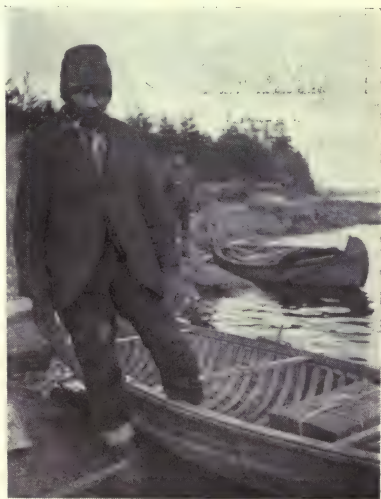


FORT GARRY (NOW WINNIPEG).



OLD FORT, HUDSON'S BAY COMPANY, SAULT STE. MARIE.

In the spring, when the rivers and lakes were clear of ice, the Indians and trappers made their way from remote parts to the trading posts, which were located at points well suited for trade. Some of them even came as far as Montreal or portaged their way to the Company's big post at York Factory, on Hudson Bay. Some time was spent at the posts in bartering and often in carousal before they retraced their way to their distant hunting-grounds. The trading stores were supplied once a year from the large central depot of the fur companies. In each was found a large supply of knives, tobacco, guns, powder, axes, blankets, and even beads and trinkets. For these articles the hunters exchanged their pelts. The beaver skin was



HALF-BREED TRAPPER AND WOODSMAN.



the standard of exchange: so many beaver pelts for a blanket or a rifle. In years when the catch of furs was poor the company would advance supplies, to be repaid the following year.

### THE WAR OF 1812.



GENERAL BROCK.

In 1812 a very serious crisis arose in the life of Canada. In that year the United States declared war against Great Britain, and American forces invaded Canada from Detroit and along the Niagara River. In the making of this war Canada had no part. She was in a defenceless state; she did not number 300,000 people to defend a border line of 1,500 miles against the United States, which had a population of 8,000,000. Little aid could be sent from the Mother Country, which was sorely pressed by the mighty conflict with Napoleon. Yet both English and

French-speaking people in Canada stood loyally together, and prepared with spirit to defend their homes.

General Brock, the military leader in Upper Canada (Ontario), was a tried and proved officer. He drove the invaders from Western Ontario and took Detroit, where he obtained a large supply of war material. In October the Americans were driven from Queenston Heights, on the Niagara River, though in this fight the gallant Brock was killed. The year ended with Canada still free of the invaders. In 1813 both victory and defeat marked the year. The loss of a small British fleet on Lake Erie led to the retreat of the British forces from Detroit. For some months Western Ontario was in the hands of the Americans. Two small victories for the British at Stoney Creek and Beaver Dams



checked the advance of the Americans in the Niagara district. Two large American forces marching to attack Montreal were defeated in the fall of 1813.

The naval engagements of the war, on the Great Lakes and the high seas, brought victory and defeat to both sides.

In 1814 the Americans again advanced on Montreal by the Richelieu. They were defeated. On the first of July the enemy won the battle of Chippewa, near the Niagara. Three weeks later, however, after a fierce struggle at Lundy's Lane the Americans were forced to recross the river.

Meanwhile, in Europe, Napoleon had been sent to Elba.



THE GARRISON, YORK, 1812, (NOW TORONTO).

Greater help could now come from the Mother Country. Much of Maine was held. Washington was captured, and its public buildings burned in return for similar acts of cruelty in the towns on the Canadian border. A British advance, however, along Lake Champlain in September ended in failure, and a futile attack near New Orleans (1815), after peace had come, cost the lives of many British veterans.

The Treaty of Ghent, in December, 1814, closed the war. The United States had gained nothing by the war. Her commerce was ruined; the attack on a peaceful people had been in vain. Canada was still British.

## TWO INDIAN ALLIES.



BRANT.

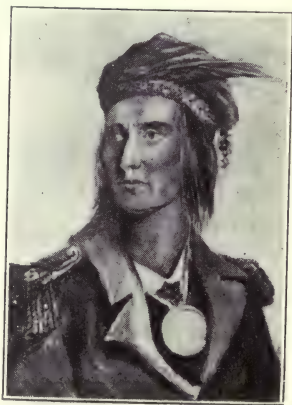
In the War of 1812, the Shawnee leader, Tecumseh, took sides with the British. He was a chief of superior qualities, and had acquired a wonderful influence over many other Indian tribes. With a few hundred followers he was with General Brock at the capture of Detroit in 1812. A year later he met his death near Chatham, on the Thames, resisting the American invaders of Canada.

In no small measure both Brant and Tecumseh helped to conserve a good portion of the continent to Britain.

*Brant—Tecumseh.*

During the years between 1760 and his death in 1807, Chief Joseph Brant, of the Mohawk Indians, played a very important part in the many peace conferences between the whites and the Indians, of North America.

In the struggle with the American Colonies he proved himself a staunch friend of Britain. His fidelity won for him a reserve in Western Ontario along the Grand River. The city of Brantford is named after this loyal Indian ally.



TECUMSEH.

## SETTLEMENT IN WHAT IS NOW ONTARIO.



TRAVEL BY STAGE EIGHTY YEARS AGO ALONG THE  
KINGSTON ROAD THROUGH UPPER CANADA.

The land was thickly wooded. The newcomer had first to chop a clearing for his shanty. This was built of logs, mossed, and chinked. Cedar or basswood troughs, V-shaped, formed the roof. Only a few had oxen; generally the settler had to crop his little clearing with spade and hoe. But the land was very fertile and gave good returns for the labor spent on it.

There was little furniture, and such as there was, was home-made; a table, a few rough benches, and some beds served the needs of the settler and his family. In one end of the shanty was a huge fireplace, over which were hung on hooks the pots for cooking.

Mills for grinding corn were very scarce, and the settler made his own flour and meal by pounding grain in the hollow of a burnt hardwood block. There were few roads; the settlers travelled in carts and in sleds drawn by oxen over bush trails. Fish was plentiful and game filled the woods. When sheep were kept, the spinning-wheel supplied the yarn for making homespun clothing.

But while they lacked luxuries, these hardy people had good health and strong limbs. They lived on sociable terms with their neighbors, helping each other at "raisings" and "logging-bees," and in cropping new land. The whole story of the early settlers



OLD HOUSE OF EARLY SETTLERS IN SOUTHERN ONTARIO.

in Ontario, and this applies to Nova Scotia and New Brunswick, was one of labor and hardships. Nevertheless, settlement progressed and population grew.



MARKETING PRODUCE IN CANADA BEFORE THE RAILWAYS CAME.



When peace was restored after the war of 1812, the people had the opportunity to again settle down to the development of the country. Roads were laid out and canals were built to better the communication from Quebec city to the head of Lake Ontario. In 1829 the first Welland Canal was completed, which opened up a highway to the upper lakes. Steamboats plied on the St. Lawrence. There were few schools, for children had to help at home as soon as they were able; yet even then common schools were started and some provision made for higher learning.

### DISCONTENT AND REVOLT.

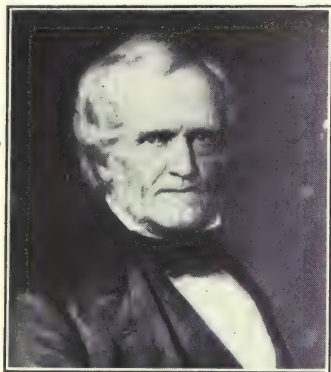
There was much to cause discontent in the political affairs of Canada in the first quarter of the last century. The chief trouble arose from the fact that the men whom the people elected had little real voice in the government. The Governor and his advisers, who were not elected, controlled the revenue of the country, and the people demanded that their representatives should control the spending of the money. For more than twenty years trouble arose in all the British provinces. In Ontario and



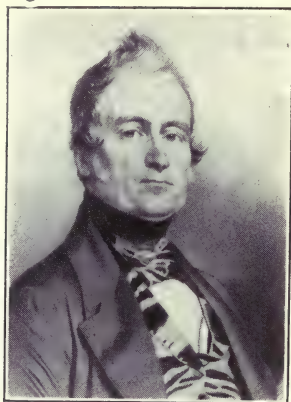
LORD DURHAM.

Quebec it finally resulted in a revolt. William Lyon Mackenzie was the leader of the agitators in Upper Canada, and Louis Joseph Papineau in Lower Canada. The rebellion was crushed in a few weeks, and the leaders were exiled. The British Government sent out an able young statesman, Lord Durham, to investigate, and on his findings, in 1840, the Act of Union was passed which gave the people control of the revenues through their elected members and made the Governor and his advisers more responsible to the people.





WILLIAM LYON MACKENZIE.



LOUIS JOSEPH PAPINEAU.

In 1847 Lord Elgin was made Governor of Canada. He remained in Canada seven years. During his period as Governor much was done to remove causes of unrest in Canada. He encouraged the opening up of the country, sought to bring the English-speaking and French-speaking Canadians closer. Lord Elgin was the first Governor-General to accept fully the principle of self-government in Canada. He acted on the advice of his Cabinet even when it meant personal unpopularity. In 1854 he arranged the Reciprocity Treaty with the United States for freer trade between the two countries. It remained in force twelve years. Lord Elgin proved of real service to Canada.



LORD ELGIN.

## CONFEDERATION.

We have now come to the greatest event in Canadian history, the union of the four provinces—Nova Scotia, New Brunswick, Quebec, and Ontario—into the “Dominion of Canada.” Already Ontario and Quebec had been united by the Act of Union of 1840, but the union had not worked well, and by 1860 a state of political deadlock existed. Between 1860 and 1865 many questions had arisen, due to the great civil war in the United States, that clearly showed it would be better and safer if a closer union existed between all the British provinces in North America. The political leaders of all parties were willing to work together for a larger union of the British provinces.

At this time New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland had called a convention to meet at Charlottetown to discuss union of the Maritime Provinces. To this convention Ontario and Quebec also sent delegates. It was decided to hold a conference a few months later at Quebec. This was done. Terms of union were there drawn up and later submitted to the people in the different provinces. Prince Edward Island and Newfoundland withdrew from the proposed union, and Nova Scotia would have also withdrawn, but the British Government wished to encourage the wider union. Finally, in 1867, the British North America Act created the four provinces—Ontario, Quebec, New Brunswick, and Nova Scotia—into the Dominion of Canada. The Act came in force July 1st, 1867. This is the birthday of Canada. Since then British Columbia and Prince Edward Island have come into the union, while Manitoba and Saskatchewan and Alberta have been formed out of the vast territories acquired from the Hudson Bay Company in 1869. Newfoundland is not yet a province of the Dominion.

Confederation marks the turning point in Canadian history. With it there passed away much of the sectional rivalries which had so often retarded the progress of the country. Confederation meant greater ideals for the people and larger possibilities. It brought new life, not to a single province, but to all parts of the Dominion.

FOUR PROVINCIAL LEADERS WHOSE CO-OPERATION  
MADE CONFEDERATION POSSIBLE IN CANADA.SIR LEONARD TILLEY (1818-  
1896). NEW BRUNSWICK.

Leonard Tilley, as Conservative leader in New Brunswick, had early expoused the cause of Confederation. But the people of the Province grew alarmed that Union would mean the loss of many privileges they enjoyed as a separate province, and in the election of 1865, Tilley and his party met disaster at the polls.

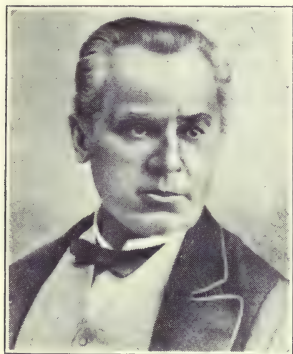
Nothing daunted, Tilley set himself the task of appealing to the people from the public platform. His presence, his sincerity, and his reasoning, again turned public opinion. In fifteen months Tilley was returned to power, pledged to support Confederation. His personal efforts had turned the tide.

Tilley was a man of highest moral qualities, a man of worth. His personal integrity won, and held the affection and regard of all classes. He may rightly be called a "Father of Confederation."

## SIR GEORGE CARTIER.

The name of Cartier is intimately linked with the great political movements which stirred Canada between 1847 and 1872. He was an ardent advocate of reforms whether in the law courts or the methods of land tenure.

He gave his aid in the promotion of all material interests of the people such as the deepening of the St. Lawrence, the construction of the Grand Trunk Railway, and the build-



SIR GEORGE GARTIER, (1814-1873). QUEBEC.

ing of the Intercolonial Railway on its present lines.

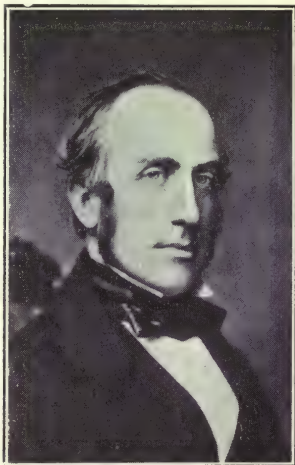
But it is chiefly with his attitude toward Confederation, that Cartier will always be remembered by the people of Canada. Provided the rights of his Province were fully protected, he was a staunch supporter of Union. His influence did much to win Quebec. Without Cartier, Confederation might have failed, and Confederation has made Canada what it is to-day.

#### HON. GEORGE BROWN.

The twenty years of fierce party strife which preceded Confederation in Canada produced many able leaders. In the fight throughout those years for fuller responsible government, for needed reforms in the matter of church lands, for a wider system of education, as well as for the removal of restrictions in trade, no political leader played a more outstanding part than Mr. George Brown.

From the columns of the *Globe* newspaper, which he had founded in 1844, and from the public platform, his zealous nature assailed privilege in whatever form it showed. He became the recognized leader of the Reformers in Upper Canada.

In 1858 Brown was for a brief time Premier of Canada.



GEORGE BROWN 1818-1880).  
ONTARIO.



In the face of the political deadlock in the early sixties, Brown was big enough to forego probable party advantage and join hands with his erstwhile political opponents in an effort to bring about a union of the British provinces in North America. He was a leading member of the coalition ministry formed for this purpose.

In 1874 Brown was appointed to the Dominion Senate.

His untimely death, in 1880, removed a stalwart figure from the public life of Canada.

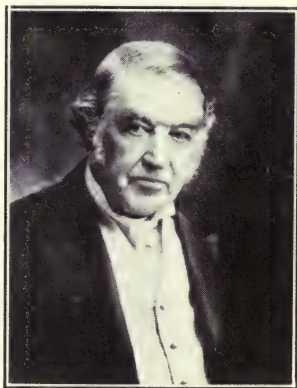
Much credit must always be given Hon. George Brown for his unselfish part in helping to bring about the Canadian Confederation.

#### SIR CHARLES TUPPER, K.C.M.G.

In the fight for Confederation Dr. Tupper, of Nova Scotia, played a part that was almost national in character. He was a man of intensity and much force, but as an advocate of Union he found himself for a time, with little support from his province.

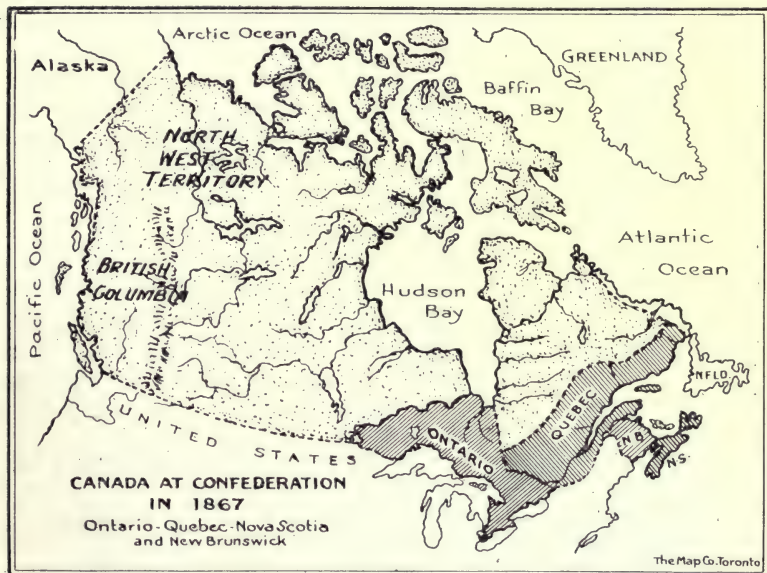
Still his efforts never abated. With voice and pen he carried the fight even across the Atlantic to London. While he lacked a large personal following, the viewpoints he represented ultimately prevailed, and Nova Scotia became a partner in the new Dominion.

For fifty years, Tupper was a force in the public life of his country. For a time in the middle nineties he was Premier of Canada.



SIR CHARLES TUPPER (1821-1915). NOVA SCOTIA.





## DEVELOPMENT AND GROWTH.

The history of Canada since Confederation has been one of rapid strides in material development. The purchase of the lands from the Hudson Bay Company in 1869, extending from Hudson Bay to the Rocky Mountains, gave to the young Dominion a vast extent of territory in the north and west, including a wheat area of huge proportions. The entry of British Columbia as a province of the Confederation, in 1871, extended the bounds of Canada to the Pacific.

With this sudden expansion came new problems to the older parts of the country. The West became the protege of the East. A great railroad was projected to link up the East with the West of Canada. This agitation resulted in the building of the Canadian Pacific Railroad, which was completed in 1885.

With the coming of population and the increase in wealth and industry, the people of Canada were able to undertake other great public works. A splendid system of canals was built to complete the waterways and to assist inland trade and shipping. A network of railroads was gradually laid in the more settled provinces. Great stretches of new land were thrown open to settlement. Immigration was encouraged. More recently two other trans-continental railways have been built across the Dominion.

The opening up of the Canadian West was marred by two



SETTLER'S PRAIRIE SHACK.

small risings, in 1870 and in 1885. In both cases the Indians and halfbreeds feared the loss of their land and former privileges by the steady encroachments of the incoming settlers. A little forbearance and more consideration shown on the part of both would have prevented strife.

The progress of the West means much to the whole of Canada. Since 1890 there has been a steady flow of settlers westward from the older parts of the Dominion. In recent years there has been an increasing number of settlers from the British Isles, the United States, and the continent of Europe.

In 1905 the two large provinces of Alberta and Saskatchewan were formed.

Winnipeg has become the chief grain centre of America.

On the Pacific slope mining, fishing, and lumbering have been the important occupations of the people. Vancouver and Prince Rupert are already important terminal ports. When the trade with the Orient enlarges, these fine ports will play a larger part in the world's commerce.

Along with the material development has been an accompanying growth in the comforts and advantages of the people in social progress. To a much larger extent both the Dominion and Provincial Governments are interesting themselves in the welfare and needs of the individual.



CANADIAN NATIONAL STATION, WINNIPEG.

After fifty years of Confederation, the Dominion of Canada has shown marked progress in material development, as set forth in the following comparison of the years 1867 and 1917:—

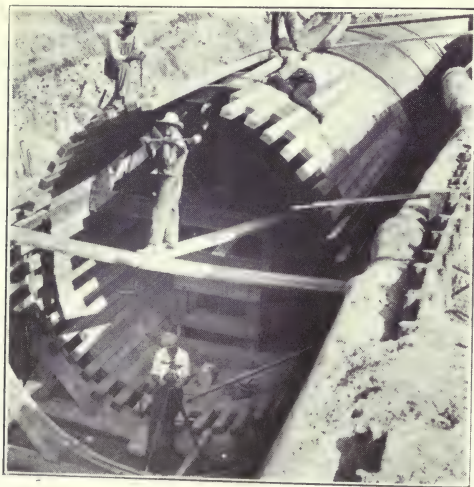
	1867	1917
Provinces .....	4	9
Area (square miles).....	540,000	3,729,665
Population .....	3,600,000	7,600,000
Railways (miles) .....	2,250	35,500
Grains (bushels) .....	65,000,000	1,000,000,000
Postage stamps issued.....	\$669,000	\$23,000,000
Forestry .....	34,000,000	175,000,000
Mines .....	8,000,000	137,000,000
Fisheries .....	6,000,000	31,000,000
Manufactures .....	50,000,000	1,300,000,000
Foreign trade .....	114,000,000	1,996,000,000

Since 1901 the total value of field crops has risen from \$195,000,000 to \$841,000,000.

The total value of live stock, in same period, from \$268,000,000 to over \$800,000,000.

Exportable surplus of agricultural products:—

1868-70.....	\$13,000,000
1916-17.....	480,000,000



HARNESSING ELECTRIC ENERGY, HYDRO DEVELOPMENT,  
NIAGARA.

FOUR GREAT MEN WHO HELPED TO WELD  
CANADA TOGETHER.

## SIR GEORGE SIMPSON.

The great Hudson's Bay Company did not have a monopoly of the fur trade in the West. There were rival fur companies, especially after 1763, when Canada passed to Britain. The greatest rival was the North-West Fur Company, which for many years contested with the older company the trade west of the Great Lakes. Bloodshed, murder, and petty wars frequently took place among the servants of these companies. In 1820-1821 the rival companies were united under one management, and for forty years Sir George Simpson was governor of the united company. He was



SIR GEORGE SIMPSON (1792-1860).

a man of small stature, but of great ability and perseverance. He ruled justly in his vast domain. Each year he visited every part of the great West. He won the Indians by right treatment. It is due in no small measure to the enterprise of this great man that Canada has to-day a great North-West and a province on the Pacific. Russia from the north, and the United States from the south, sought to shut out the British from the sea. Simpson occupied the coast, erected permanent trading posts, and protected British interests by six armed vessels on the Pacific. Canada owes much to Sir George Simpson.



## HONORABLE JOSEPH HOWE.



HON. JOSEPH HOWE (1804-1873).

In Nova Scotia the right of the people, through their members in the Assembly, to control the administration of affairs was wrested from the ruling bodies without bloodshed. This was largely due to the efforts of Joseph Howe and his band of reformers. On the public platform, through the press, by eloquence and persuasion, this brilliant man waged for years a fight for responsible government. It was granted in 1848.

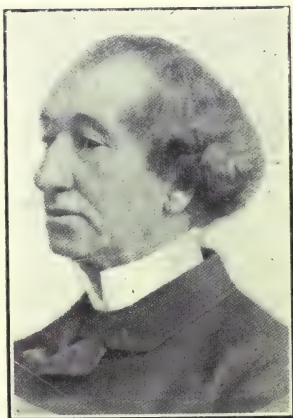
Howe was a leader in the material development of Nova Scotia. He did not favor Confederation at first, but as a leader of the popular party he would not hearken to any talk of rebellion. Seeing that Union was bound to come, he set about getting the best terms possible for Nova Scotia. More liberal terms were granted, and Nova Scotia became a province of the new Dominion. Time has fully justified the course of Joseph Howe. He was for a short period a member of the first Cabinet of Canada. Later he was appointed Lieutenant-Governor of Nova Scotia. He was a great citizen and statesman, a leader and a patriot, a man of parts, whose life influenced not only Nova Scotia, but the whole of Canada.



ON THE OKANAGAN LAKES, B.C.

## SIR JOHN MACDONALD.

In 1844 John Macdonald, a young lawyer, was elected member for Kingston. His kindly manner and his ability soon brought him into prominence. Before 1855 he was really the leader of the English-speaking Conservatives. During the period of the frequent changes of governments in the next ten years he retained his hold on the party. When political deadlock put all government in Canada at a standstill, he worked with George Brown, his political opponent, to bring about Confederation. Aided by the support of Cartier, a French-Canadian leader, Confederation was accomplished,



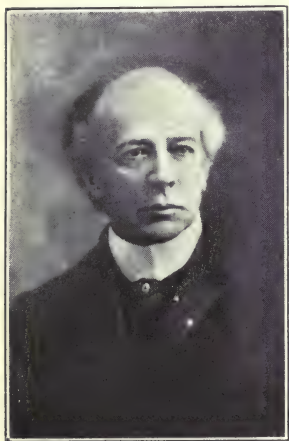
SIR JOHN MACDONALD  
(1815-1891).

and Sir John Macdonald became the first Premier of the Dominion of Canada. As Premier, Sir John continued the effort to acquire the lands of the Hudson Bay Company. Their vast holdings in the North-West passed to Canada in 1869. At the Treaty of Washington he won recognition of Canada as a partner in the Empire affairs. He took steps to build a railway across Canada. Misuse of funds for election purposes caused the downfall of his ministry in 1873. While in opposition Sir John advocated a "National Policy" of protection for Canadian industries. At the general election of 1878 he was returned to power; at once the Canadian Pacific Railway was pushed to completion. Sir John was Premier until his death in 1891.

Sir John Macdonald accomplished more for Canada than any other leader. Largely through his influence the provinces were united, and the bounds of Canada widened from sea to sea, he gave to Canada a national policy; he built the C.P.R.; he claimed for Canada a place in the Empire; as few could, he commanded the confidence of all classes in the country. He had

faith in Canada and in British connection. His faith inspired the people with new hope; the Dominion had confidence in him. Canada lost in him one of her greatest servants.

### SIR WILFRID LAURIER.



SIR WILFRID LAURIER  
(1841-1919).

Sir Wilfrid Laurier became leader of the Liberal Party in Canada, 1888. At the general election of 1896 the Conservatives went down to defeat and Wilfrid Laurier became Premier of the Dominion. His Government was defeated in 1911 on the question of Reciprocity with the United States. Some accomplishments of Sir Wilfrid for the good of Canada:—

(a) He gave the "preference tariff" to Britain.

(b) He encouraged railway development in the West and the newer parts of Canada—Grand Trunk Pacific and the Canadian Northern were both promoted by his Government.

(c) He created the new Provinces of Alberta and Saskatchewan in 1905.

(d) He arranged a settlement of small disputes arising from fisheries and waterways between Canada and the United States.

(e) As a member of three Imperial Conferences, he was cautious of any close imperial union for Canada.

(f) Favored reciprocity in natural products with the United States.

(g) Opposed aid to the British navy by a direct cash contribution; favored the starting of a Canadian navy.

(h) Always stood for tolerance and better understanding between the English and French races in Canada.

(i) Encouraged the growth of Canada toward nationhood.

His death in 1919, while still the active leader of the Liberal Party, was lamented by all creeds and parties.

## A PRESENT DAY LEADER IN CANADA.

In 1900 Sir Charles Tupper released the reins of party leadership to a younger man, and Robert Laird Borden, of Nova Scotia, became the leader of the Conservative party in Canada. Some years later, in 1911, the Liberal Government was defeated, and Borden became Premier of Canada.

Throughout his public life, Sir Robert Borden has always stood for active and closer relations with the Mother Country and the other parts of the Empire. He opposed Reciprocity with zealous efforts, as a possible danger to British connection.

His government has made marked advances in social legislation:—

- (a) Laws to protect labor. (b) Loans to assist homesteaders.
- (c) Cash grants to the provinces toward improving agriculture and education.

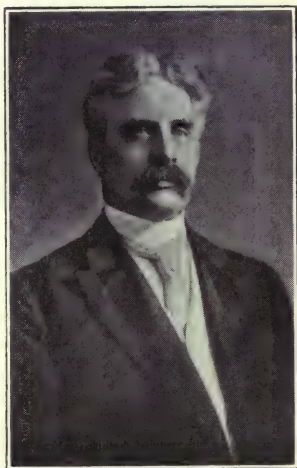
In 1912, on advice from London, Sir Robert Borden favored a gift of three large Dreadnoughts to Britain, and the starting of large plants in Canada for naval construction.

During the greatest crisis that ever confronted a Canadian Premier, he efficiently upheld the honor and integrity of Canada through the four fierce years of struggle.

His Union Government (1917) has:

- (a) Provided for a liberal pension system in Canada.
- (b) Arranged for vocational training of returned men.
- (c) Given practical assistance to settle veterans on the land.
- (d) Has investigated industrial unrest, and the high cost of living.

He brought honor to Canada as the representative of the Dominion at the Versailles Peace Congress.



SIR ROBERT BORDEN.





### THIRTY IMPORTANT DATES IN CANADIAN HISTORY.

#### (a) *Canada under France.*

- 1492—The discovery of America.
- 1497-8—The Cabots explore the eastern coast of Canada.
- 1535—Cartier, on his second trip, ascends the St. Lawrence River.
- 1608—Champlain founds the city of Quebec.
- 1640-1700—A period marked by trade rivalry with British colonists, and cruel Indian wars.
- 1715-1750—The French lay claim to the whole interior of the continent.
- 1755—Marks the start of a struggle between France and Britain for the mastery in America.
- 1759—The capture of Quebec.
- 1763—Canada passes to the British.

#### (b) *Canada under British Rule.*

- 1774—The Quebec Act extends the boundaries of Canada to the Ohio and the Mississippi. The French in Canada were given the privilege of their laws and language and religion.
- 1775—The Americans invade Canada. They fail in an attack on Quebec City.
- 1783—The American colonies obtain their independence. The southern boundary of Canada is made the middle of the Great Lakes.



1791—Canada was divided into Upper and Lower Canada, separated chiefly by the Ottawa River.

1812-14—The United States declares war against Great Britain. Canada is again invaded by the Americans. The Treaty of Ghent closes the war.

1815-30—A period of material progress in both Lower and Upper Canada: settlement, immigration, roads, canals, schools, and churches.

1830-40—A period of political discontent: the people desired responsible government.

1841—Lord Durham's report led to a union of Upper and Lower Canada and the granting of representative government.

1848—Nova Scotia, after years of agitation, receives responsible government, which had been in 1847 established in Canada.

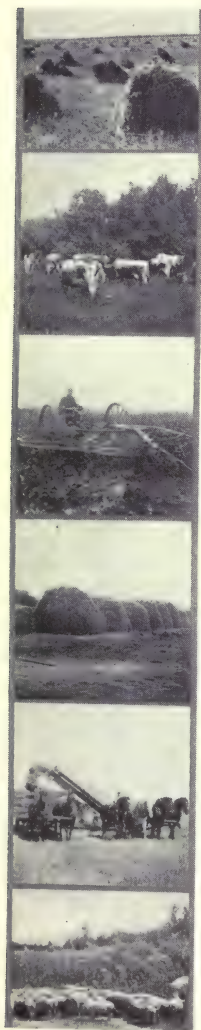
1854—A Reciprocity Treaty with the United States. It lasted twelve years.

1860-65—A period of political deadlock in Canada, marked by a growing desire for the union of all the British provinces in North America.

1867—Confederation: The British North America Act passed. Ontario, Quebec, New Brunswick, and Nova Scotia are united and called the Dominion of Canada.



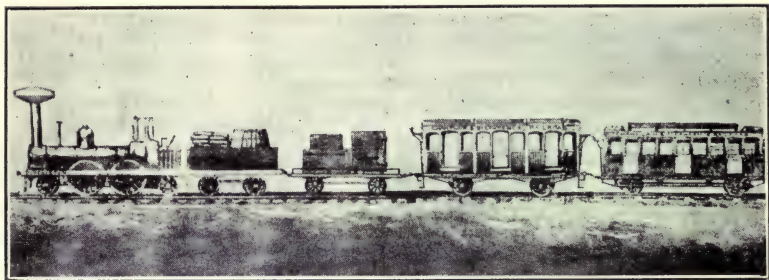
INDUSTRY IN CANADA.



HUSBANDRY IN  
CANADA.

- 1869—Canada acquires the lands of the Hudson Bay Company. Manitoba becomes a province of Canada.
- 1871—British Columbia enters the Dominion.
- 1873—Prince Edward Island becomes a province of Canada.
- 1878—Canada adopts a National Policy.
- 1881-1885—The Canadian Pacific Railway, connecting the East and West of Canada, is started, and completed five years later.
- 1885-1900—The first period of development in Western Canada.
- 1902—First Colonial Conference is held in London.
- 1905—The Provinces of Saskatchewan and Alberta are created.
- 1907—Canada gets the right to make trade agreements with foreign countries.
- 1911—Proposal for reciprocity with United States rejected by people of Canada.
- 1914—Canada takes her place in the fight for world freedom.
- 1918—The Armistice.
- 1919—World Peace.





THE FIRST RAILWAY TRAIN IN CANADA.

## RAILWAYS OF CANADA.

## AN IMPORTANT FACTOR IN THE DEVELOPMENT OF CANADA.

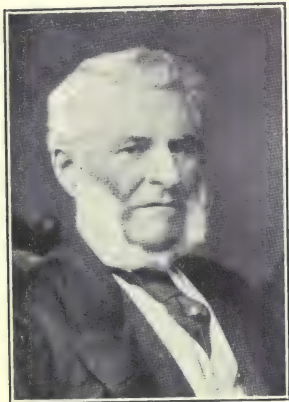
The first railway in what is now the Dominion was built in 1835. It was only sixteen miles in length. It extended from La Prairie, on the St. Lawrence, to St. John's, on the Richelieu. It was intended to link up transportation with Lake Champlain and thence give access by the Hudson River to New York.

The road was laid with wooden rails on which were spiked thin, flat bars of iron. For a time the cars were drawn by horses. In 1837 the first locomotive was used.

After several years the little railway was extended to Montreal and other points. By 1851, however, there were only sixty-six miles of railway in the whole of Canada. Then the real railway era started. Many short lines were projected in the different provinces. Plans of construction were under way in all parts, from Nova Scotia to the Great Lakes.

## G. T. R.

The Grand Trunk Railway is the oldest of the great Canadian systems. It was started in 1852, being financed largely by British money. Francis Hincks did much to encourage and carry through the first portion of the road, which was completed in 1853 and ran from Montreal to Portland (Maine). In 1856 the



SIR FRANCIS HINCKS.

main line was extended to Toronto, and a year later to Sarnia. By 1860 the Grand Trunk Railway extended from Quebec to Sarnia. Gradually a network of branches were built or acquired, chiefly in Ontario, and before many years the road was extended to Chicago. The Grand Trunk was the parent road in Canada, and did much to open up Ontario and Quebec for settlement.

### I. C. R.

When the Maritime Provinces entered Confederation it was agreed that a railway should be built to connect them with the St. Lawrence River, below Quebec City. To redeem this pledge, the Intercolonial Railway was built. By 1876 the road was completed. Later the I. C. R. was extended west to Quebec and eventually to Montreal. The Intercolonial, being a Government owned road, was operated by a Commission appointed by the Dominion Government. In 1918 this road was included in the system now called the Canadian National Railways.

### C. P. R.

In 1871 British Columbia entered the Dominion on the understanding that a railway should be built to connect it with the eastern provinces of Canada. Many difficulties beset the proposal. It was a huge task for a young country of less than four million people. It was not till 1881 that the work was handed over to a private company, which absorbed several portions already constructed, and completed the work in 1885. The chief men behind the Canadian Pacific Company were Donald Smith, afterwards Lord Strathcona, and George Stephen, later made Lord Mountstephen. The company which undertook this great task was given \$25,000,000 in cash, 25 million acres of land, and



713 miles of railway already constructed by the Dominion Government. Before the close of 1885 the road was finished from Montreal through to the Pacific coast. The venture has proved a great success.

The Canadian Pacific now owns and operates nearly 20,000 miles of road, much of its line is double-tracked, it has a chain of splendid hotels across Canada, and maintains a large fleet of vessels, both on the Atlantic and the Pacific.

The C. P. R. is not only of local importance to Canada, but it has an Imperial value as an all-British route to the Orient.

The Canadian Pacific, with the Grand Trunk and the Intercolonial, were the great pioneer railways of Canada, and for many years seemed to serve the needs of the Dominion. At the beginning of the present century, however, a second great era of railway building marked the continued progress of Canada.



E. W. BEATTY.

President of the C.P.R. and Chancellor of Queen's University.



"COUNTESS OF DUFFERIN." FIRST LOCOMOTIVE WEST OF THE GREAT LAKES.



Following 1898, other great railways were projected across the continent. Two of them, the National Transcontinental line and the Canadian Northern, during recent years became great roads, spanning the Dominion and opening up vast new districts for settlement.

### C. N. R.

The Canadian Northern was incorporated in 1899, and was operated for several years between Winnipeg and Edmonton as the Mackenzie and Mann line. Gradually lines were built or acquired in all the provinces, and before 1914 the C. N. R. was a transcontinental railway, with hotels and ocean vessels to complete the system.

Both the Dominion and Provincial Governments gave financial support to the builders of this new road. In 1914, following a re-arrangement of the affairs of the company, the Dominion Government made a further large loan, and secured a dominant interest in its control. In 1918 the Government took over the whole system and consolidated it with the Intercolonial Railway under the title "Canadian National Railway." In 1919 the Grand Trunk system also was taken into the same consolidation.



TÊTE JAUNE CACHE, YELLOW HEAD PASS, B.C., ON G.T.P. CONSTRUCTION.

## G. T. P.

In 1903 the Dominion Government entered into a contract with Mr. C. M. Hays, representing the Grand Trunk Railway Company, for the construction of a railway from Prince Rupert, on the Pacific coast, to Moncton, in New Brunswick. The portion from Prince Rupert to Winnipeg was to be built and operated by the Grand Trunk Pacific Railway Company, and to be known as the Western Division of the National Transcontinental Railway. No lands were granted as a subsidy to this new road, but very favorable terms were secured for cash loans from the Government.

In 1918 the Canadian Northern was taken over by the Dominion Government, and at present the probability is that the whole of the National Transcontinental line, and with it the whole of the "Grand Trunk System," will soon be included in the Canadian National System.

## H. B. RAILWAY.

The Dominion Government undertook the construction of a railway from the Pas, in Northern Manitoba, to Port Nelson, on Hudson Bay, a distance of 460 miles, at an estimated cost of about \$30,000,000. This line is intended as a grain outlet to Europe for Western Canada. It will also open up a new country and will assist in the development of the fisheries of Hudson Bay.

## T. &amp; N. O. RAILWAY.

The Province of Ontario has a provincial railway of about 600 miles, called the Temiscaming and Northern Ontario. It operates between North Bay and Cochrane, at the junction of the National Transcontinental. It also serves the mining districts at Cobalt, Kirkland, Porcupine, and Boston, and taps the fertile lands of the Clay Belt.

## A. C. &amp; H. B.

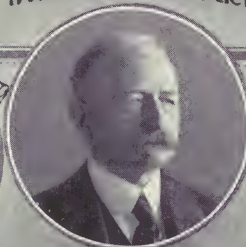
The Algoma Central and Hudson Bay Railway extends northward from Sault Ste. Marie, Ontario, crossing the main line of the C. P. R. at Franz, and the Canadian Government Roads at Oba and Hearst. It opens up a mineral, timber, and agricultural country, and is projected toward Hudson Bay.

# CANADIAN RAILWAY BUILDERS

Of the Canadian Pacific



SIR W.C. VAN HORNE



BARON SHAUGHNESSY



GEORGE G. BURY

Of the Grand Trunk



CHAS M. HAYS

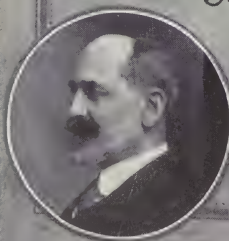


ALFRED SMITHERS



HOWARD G. KELLEY

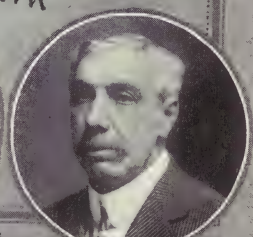
Of the Canadian Northern



SIR WILLIAM MACKENZIE



SIR DONALD MANN



D. B. HANNA

There are also other considerable railways under construction, seeking to open up the newer parts of the prairies and of the Pacific Province. Among these are:—

P. G. E.

The Pacific Great Eastern Railway, running from Vancouver north-easterly to Fort George.

E. D. & B. C.

The Edmonton, Dunvegan and British Columbia, extending from Edmonton northward to Dunvegan and on into the Peace River country. More than 400 miles have already been built.

A. G. W.

The Alberta Great Waterways, a road from Edmonton north-easterly to Athabaska Landing, nearly 300 miles in length.



A CHARACTERISTIC RAILWAY  
CONSTRUCTION CAMP.



## S. V. R.

The St. John Valley Railway, built by the Province of New Brunswick, runs in a north-westerly direction from St. John to connect with the Canadian National Railways at Edmundston, a distance of 500 miles.

## MILEAGE.

The Canadian Northern Railway had a total mileage of nearly 10,000 miles, much of it being west of the Great Lakes. In owned



TOTING SUPPLIES FOR CONSTRUCTION IN THE ROCKIES.

Stationman's shack, oven and cart.

and leased lines the Canadian Pacific operates nearly 20,000 miles, and the Grand Trunk Railway 8,000. The Intercolonial formerly controlled 1,500. The total railway mileage of Canada is about 40,000 miles.

Railway construction has been Canada's greatest contribution to world progress. Canada has spent huge amounts to develop transportation by rail and water. She has more railway mileage



per caput than any other country. Canada has produced some noted railway builders. Great credit belongs to Sir Francis Hincks. His perseverance and financing made possible the pioneer railways of Canada. Had it not been for the ability and the confidence of Donald Smith, afterwards Lord Strathcona, and George Stephen, afterwards Lord Mountstephen, the Canadian Pacific would not have been built for another generation.



THE STEEL ADVANCES.

The material train consists of the "pioneer" car, followed by three cars of steel, then the locomotive, then six or seven cars loaded with ties, and lastly several "trailers" carrying spikes, bolts and "crossing planks."

What they planned William Van Horne's splendid energy put into effect. The foresight of Chas. M. Hays projected the National Transcontinental, and resulted in action by the Canadian Parliament. William Mackenzie and Donald Mann, assisted by the practical efficiency of D. B. Hanna, gradually welded the

Canadian Northern lines into a third transcontinental railway for Canada.

In 1919 the Dominion government purchased the Grand Trunk System. This has been combined with the Canadian Northern, the Grand Trunk Pacific, the National Transcontinental, the Intercolonial, and other smaller roads, to form the Canadian National Railway—owned and operated by the Canadian people.

The Canadian National Railway is one of the great systems of the world. It controls nearly 25,000 miles of railways, and more than 300,000 tons of shipping.

Canada has paid dearly for her railways. Cash subsidies have been granted, many loans advanced, and great grants of land given to encourage railway development. But much good has come. The railways changed the whole face of the country. They have bound the provinces together. They brought comfort and prosperity to isolated settlements, and made possible the peopling of the prairies, as well as the opening up of the new lands and mines of the North.

From the map, page 131, show the route of Canadian National and the Canadian Pacific, designating the chief railway centres.



GREAT ATLANTIC PORT—VIEW OF HALIFAX TERMINALS.

# VOCABULARY

## VOCABULARY

## A

ENGLISH	ITALIAN	FRENCH	SWEDISH
about	circa	environ	om, omkring
acre	acre	acre	acre
across	attraverso	à travers	tvärsöfver
actress	attrice	actrice	skådespelerska
affidavit	atto notarile	déclaration	utsaga under ed
after	dopo	après	efter
afterward	più tardi	ensuite	efteråt
afternoon	dopo mezzo- giorno	après-midi	eftermiddag
again	di nuovo	encore	igen
agent	agente	agent	agent
ago	fa	il y a	sedan, för...sedan
alien	straniero	étranger	utlänning
all	tutti	tous	allt, alla
allegiance	fedelta	allégeance, fidélité	underdänighet
altogether	tutti insieme	tous ensemble	allesamman, tillsamman
amount	somma	montant	belopp
ankle	anca	cheville	ankel
answer	risposta	réponse	svar
any	alcuno	quelque, tout	något, några
apple	mela	pomme	äpple
apply	far domanda	s'adresser	ansöka
application	domanda	demande	ansökan
April	aprile	avril	April
army	esercito	armée	armé, här.
around	intorno	alentour	rundt omkring
asbestos	amianto	asbestos, amiante	asbest
ashes	ceneri	cendres	aska
artist	artista	artiste	konstnär
as soon as	appena che	aussitôt que	så snart som
attend	occuparsi	s'occuper	bevista, besörja
at present	adesso	maintenant	för närvarande
August	agosto	août	Augusti

## VOCABULARY

## A

RUTHENIAN	RUSSIAN	YIDDISH
коло около	около	אונגעפער
акер	Акръ	אקער
поперек, через	поперекъ сквозъ	איבער
акторка	Актриса	אקטריסע
зѣнанэ пѣд присягою	Показаніе подъ присягою	אפידיוויט
по, після, за	послѣ, за	נאך
потому	впослѣдствіи	יפעטער
пополудне	пополудни	נאכמיטאג
знов	опять	ווידער
агент	агентъ	אגענט
тому, назад	тому назадъ	פריהער
чужинець	чужой иностранный	פרעמדער
весь, всѣ	весь, все всѣ	אלע
вѣрність	вѣрность	טרייהייט
все разом	все вмѣстѣ	זוזאמען
число, сума	итогу, сумма	צאהל
литка	лодыжка ноги	קנעכעל
відповідь	отвѣтъ	ענטפער
який небудь	каждый	ווער עס איז
яблоко	яблоко	עפעל
прикладати	обратиться	נאכפרעגען
аплікація, просьба	прошеніе	דאס ווענדען זיך
цвѣтень	Апрѣль	אפריל
армія	армія	ארמיי
наоколо	вокругъ	ארום
асбест	асбестъ	אסבעסט
попіл	зола	אש
артист	артистъ	ארטיסט
так скоро як	так рано какъ	אזוי שנעל
дбати, старати ся	заниматься	באזארגען
тепер	теперь, въ настоящее вре-	יעצט
сепень	Августъ	אויגוסט

[мя]



ENGLISH	ITALIAN	FRENCH	SWEDISH
automobile	automobile	automobile	automobil
average	media	moyenne	(i) medeltal i genomsnitt
away	assente	absent	bort, borta
<b>B</b>			
baby	bambino	bébé	litet barn
bad	cattivo	mauvais	dålig
bag	sacco	sac	väska
banana	banana	banane	banan
ballot	scheda	bulletin	valkula, röstsedel
band	banda	bande	band,
barrel	barile	baril	tunna
basement	sottosuolo	sous-sol	jordvåning
bath	bagno	bain	bad
bathe	bagnarsi	se baigner	bada
bathing	bagno	bain	badning
be	essere	être	vara
beans	fagioli	fèves, haricots	bönor
been	stato	été	varit
beets	barbabietole	betteraves	betor
before	prima	avant	förut, före
bench	banco	banc	bänk
benefit	beneficio	bénéfice	fördel
beside	accanto	à côté	bredvid, dessutom
big	grande, grosso	gros grand	stor
binder	legatore	lieuse	bindare
birch	betula	bouleau	björk
blank	modulo	formule	blankett, blanko
blanket	coperta	couverte	filt
block	blocco, isolato	"bloc", pâté de maisons	block, kvarter
blood	sangue	sang	blod
blue	turchino	bleu	blå
board	asse	planche	inackordering
book	libro	livre	bok

RUTHENIAN	RUSSIAN	YIDDISH
автомобіль	автомобиль	אױטאָמאָביל
пересічно	средній выводъ	דורכשניטליך
далеко, віддалений	прочь отсутствующій	אױועק
В		
дитя	Ребенокъ	קינד
зле	плохо	שלעכט
мішок	мѣшокъ	זאק, בייטעל
банан	бананъ	באנאנע
голосувати	балотировка подаваніе то-	באלאט
банда, товпа	толпа, шайка [лоса	קאמפאניע
бочка	боченокъ бочка	פעסעל
пивниця	основаніе потребъ	קעלער
ванна	ванна	באד
купати	купать	באדען זיך
купанэ	купаніе	דאס באדען זיך
бути	быть	זיין
фасоля	бобъ	בעבלאד
був, бувший	бывший	געוועזען
бурак	свекла	בוריקעס
передтим	преждѣ	פריהער
лавка	скамья	באנק
добродѣйство	барышъ	נוצען
попри, рядом, окрім	рядомъ, возлѣ	לעבען
великий	большой	גרױס
переплетчик	переплетчикъ	בינדער
береза	береза	בעראזע
бланк, порожне місце	бланк, пустое мѣсто	לעדיג
покрывало	покрывало	קאלדרע
кльоц	колодка	בלאק, שטיק
кров	кровь	בלוט
синий, голубий	синій, голубой	בלא
дошка, заряд	доска	ברעט, קעסט
книжка	книга	בוך

ENGLISH	ITALIAN	FRENCH	SWEDISH
boat	battello	bateau	båt
both	ambedue	les deux	både, båda
bother	annoiare	ennuyer	besvära
bottle	bottiglia	bouteille	flaska
boundary	confine	frontière	gräns
box	scatola	boîte	ask, burk
boy	ragazzo	garçon	gosse
brain	cervello	cerveau	hjärna
branch	ramo	branche	kvist, filial
broad	largo	large	bred
breakfast	colazione	déjeuner	frukost
brakeman	frenatore	garde-frein	bromsare
breath	respiro	souffle	andedräkt
breed	razza	race	ras
brick	mattone	brique	mursten, tegel- sten
brother	fratello	frère	broder
brush	macchia	broussailles, brousse	ris, borste
build	fabbricare	bâtir	bygga
building	fabbricato	bâtisse	byggning
bunk	cuccetta	couchette	hytt, sofplats
bunkhouse	dormitorio	dortoir, "camp"	lägerhus
burn	bruciatura	brûlure	bränn-sår
busy	occupato	occupé	upptagen
but	ma	mais	men
butter	burro	beurre	smör
buy	comprare	acheter	köpa
<b>C</b>			
cabinet	gabinetto	cabinet	kabinett
cabbage	cavolo	chou	kål
calf	vitello	veau	kalv
camp	campo	chantier	läger
car	carro	"char"	spårvagn, vagn
care	cura	soin	omsorg; bry sig om
carrots	carote	carottes	morötter

RUTHENIAN	RUSSIAN	YIDDISH
човно	лодка	שיף
оба	оба	ביידע
докучати	затрудненіе	י'שטערען
фляшка	бутылка	פלאש
границя	граница	גרענעץ
скринка	ящикъ	קאסטען
хлопецъ	мальчикъ	אינגעל
мізк	мозгъ	מאדך
відділ, віднога	вѣтвь	צווייג
широкий	широкій	ברייט
снїданє	завтракъ	פרישטיק
гальмувач	сторожъ у тормозя	ברעмזער
віддихати	дыханіе	אטעם
родити, рід	родить, родъ	סארט, פלאדעווען
цєгла	кирпичъ	ציגעל
брат	братъ	ברודער
щітка	щетка, кнсточка	בארшт
будувати	строить	בויען
будинок	постройка	געביידע
лавка	деревянная скамья	שלאх-באנק
баракн	домъ (общая спальня)	הויז צום שלאפען
палити горіти	жечь, обжог	ברענען
занятий	дѣятельный, занятой	פארנומען
але, однак	но	אבער
масло	масло	פוטער
купувати	купить	אנשאפן
C		
кабінет	Кабинетъ	קאбинעט, שיפלאך
капуста	капуста	קרויט
теля	теленокъ	קאלб
табор	лагерь	לאגער, קעמפ
вагон, віз	повозка, вагонъ	קאר
дбати про когось	забота	זארג, אכטונג
морква	морковь	מירрען

ENGLISH	ITALIAN	FRENCH	SWEDISH
carry	portare	porter	bära
cauliflower	cavolfiore	chou-fleur	blomkål
celery	sedano	céleri	selleri
cents	soldi	sou(s)	cents (3.7 öre)
central	centrale	central	central
certificate	certificato	certificat	betyg, intyg
change	cambio	"change,"	växel, småpengar
	spiccioli	monnaie	
charge	addebitare	débiter, demander	afgift; debitera
check	cheque	chèque	bankanvisning
cheek	gota	joue	kind
chest	petto	poitrine	bröst
child	fanciullo	enfant	barn
children	fanciulli	enfants	barn
chill	brivido	froid	kyla
chin	mento	menton	haka
choice	scelta	choix	val
choose	scegliere	choisir	välja
chopping	atto del tagliare	couper	afhugga
chore-boy	caruso	garçon de ménage	drängpojke
church	chiesa	église	kyrka
cigar	sigaro	cigare	cigarr
cigarette	sigaretta	cigarette	cigarett
citizen	cittadino	citoyen	medborgare
citizenship	cittadinanza	droit de citoyen	medborgarrätt
city	città	ville	stad
clay	creta	glaise	lera
clean	pulito	propre	ren
clear	chiaro	clair	klar
clerk	commesso	commis	biträde
clothes	abiti	habits	kläder
coat	giacca	paletot	kappa, rock
cocoa	cacao	cacao	cacao
coal	carbone	charbon	kol
cold	freddo	froid	kall
colonel	colonnello	colonel	öfverste



RUTHENIAN	RUSSIAN	YIDDISH
носити, возити	возить, носить	טראגען
каляфіор	цвѣтная капуста	בלומען-קרויט
салэра	сельдерей	סעלערי
центи	центы	סענטען
осередний	центральный	צענטראל
посвідка	свидѣтельство	סערטיפיקאט
виміна зміна	перемѣна	ביימען, טוישען
поручати	поручение, довѣреніе	צורעכענען
чек, банковий квіток	чекъ	משעק, צייכגען
щока	щека	באק, חוצפה
груді	грудь	ברוסט, קאסטען
дитя	дитя	קינד
дѣти	дѣти	קינדער
холодний	охлаждать	קיהל
борода	подбородокъ	מארדע
вибір	выборъ, отборъ	אויסקלייבען
вибирати	выбирать	וועהלען
рубанэ	разрубліваніе	האקען
хлопецъ до послуги в	мальчикъ арботающій на	
церква	(кухнѣ) церковъ	פארם-יונג
циґаро	сигара	קירכע
циґаретка	сигаретка	ציגאר
горожанин	гражданинъ	פאפיראס
горожанство	гражданство	בירגער
місто	городъ	בירגערשאפט
глина	глина	שטאדט
чистий	чистить, чистый	קלעי
ясний	ясный	רוין
писар, урядник	чиновникъ	קלארק
одѣж	одежда	געהילף
пальто	куртка, платье	קליידער
какао	какао	מאנטעל
уголь	уголь	האק
зимно	холодъ	קוילען
полковник	полковникъ	קאלт

ENGLISH	ITALIAN	FRENCH	SWEDISH
comb	pettine	peigne	kam
come	venire	venir	komma
comfortable	comodo	confortable	bekväm
condition	condizione	condition	vilkor, tillstånd
conductor	conduttore	conducteur	konduktör
confer	conferire	conférer	jämföra
contain	contenere	contenir	inhålla
cook	cuoco	cuisinier	koek
cookee	squattero	marmiton, aide cuisinier	kökspojke
cookery	cucina	cuisine	kök
corn	grantureo	blé-d'Inde, maïs	majs, spannmål
corner	canto	coin	hörn
correct	corretto	juste	rätt, riktig
cost	costare	coûter	kosta
cottage	baracca	chaumière, maison	stuga
council	consiglio	conseil	råd
country	campagna	campagne	land
county	contea	comté	härad
county council	consiglio della contea	conseil du comté	kommunal- nämnd
couple	coppia	couple	par
court	tribunale	tribunal	domstol
cows	vacche	vaches	kor
cut	tagliare	couper	skära, klippa

## D

damp	umido	humide	fuktig
danger	pericolo	danger	fara
dark	oscuro	sombre	mörk
day	giorno	journée	dag
daylight	luce del giorno	grand jour	dagsljus
December	dicembre	décembre	December
delivery waggon	carro per tras- porto	voiture de livraison	vagn
department	dipartimento	département	afdelning
deposit	deposito	dépôt	bank deposition

RUTHENIAN	RUSSIAN	YIDDISH
гребінь	гребень	פאלקאוויק
приходити	приходить	קאם
вигідний	уютный	קומען
умовини	условіе	באקוועהם
кондуктор	кондукторъ	באדינגונג
радити ся	сравнивать	קאנדруктар
містити в собі	содержать	געבען א מתנה
кухар	поварь	ענטהאלטען
кухарка	кухарка	קוכער
кухарство	поварство	קליינע קוכענס
кукурудза	зерно, кукуруза	קענען קאכען, קיד
ріг, угол	уголь	קארן
точный	исправлять, исправный	ווינקעל
кошт	стоитъ, цѣна	ריכטיג
хата	изба, домъ	קאסטען
рада	совѣтъ	א קליין הויז
край	страна, государство	א באראטונג
повіт	уѣздъ	לאנד
повітова рада	провинціальный совѣтъ	בעצירק
		בעצירק באראטונג
двоє	пара	א פאר
суд	(дворъ) Судъ	הויף, געריכט
корови	коровы	קיה
різати, рубати	рѣзать	שניידען

## D

вогкий, сировий	влажный, сырой	פייכט
небезпека	опасность	געפאהр
темно	темно, темный	פינסטער
день	день	טאג
денне світло	дневной свѣтъ	טאגליכט
грудень	Декабрь	דעצעмбер
віз для доставки	вагонъ, повозка для до-	א צושיק-וואגען
департамент, виділ	департаментъ	אפטэйлонг
вкладка, депозит	вкладъ	מישכון, אווערקלעגען

[ставокъ]

ENGLISH	ITALIAN	FRENCH	SWEDISH
determination	determinazione	détermination	bestämmeelse
dinner	pranzo	dîner	middag
dinner-pail	gamella	marmite, chaudière à dîner	middags ämbar
discover	scoprire	découvrir	upptäcka
disease	malattia	maladie	sjukdom
distribute	distribuire	distribuer	utdela
district	distretto	district	distrikt
do	fare	faire	göra
doctor	dottore	médecin	doktor
dollars	dollari	piastres	dollars (kr. 3.70)
Dominion	Dominio	Dominion	Herrskardöme, vælde
door	porta	porte	dörr
double	doppio	double	dubbel
drain	fogna	tuyau d'égout	dike
driver	voiturino carrettiere	charretier, cocher, voiturier	kusk
drugs	medicine	drogues	mediciner
dump	scaricare	chute	stjälpa
dump-car	carro	tombereau	tipvagn
duty	dovere	devoir	plikt
E			
each	ciascuno	chaque	hvarje
ear	orecchio	oreille	öra
earn	guadagnare	gagner	förtjäna
earnest	sul serio	sérieux	påallvar, allvarlig
earth	terra	terre	jord
East	est	est	öster
eatable	cibo, alimenti	aliments, nourriture	matvaror
education	istruzione	éducation	uppfostran, bildning
eggs	uova	oeufs	ägg
eight	otto	huit	åtta
eighty	ottanta	quatre-vingts	åttio
elbow	gomito	coude	armbåge
elect	eleggere	élire	välja

RUTHENIAN	RUSSIAN	YIDDISH
намір	намі́реніе	באשטימונג
обід	обѣ́дъ	מיטאג
обідне начинэ	обѣ́денные судки	מיטאג-קעסטל
відкрити	открывать	ענטדעקען
хороба слабість	боль	קראנקהייט
розділяти	распредѣ́лять	צוטיילען
округ	округъ	געגענט
діяти	дѣ́лать	טון
доктор	докторъ	דאקטאר
доляри	доллары	דאלар
володі́нэ, імперія	владѣ́ніе, господство	דאמיניאן
двері	двери	טיר
подвійний	двойной	טאפעל
висушувати	высушивать, труба	רינע, אויסלעדигען
візник	кучеръ	אנטרייבער
аптекарський товар	аптекарскій товаръ	אפטייק סחורות
печаль задумчивість	печаль	מיס-ט-פלאץ
опорожнити віз	разгружать возъ	מיס-ט-וואגען
обовязок	обязанность	פליכט
E		
кождий	каждый	יעדער
ухо	ухо,	אויער
заробляти	зарабытавать	פארדיגען
ревний	увлекающийся, вниматель-	ערנסט
земля	земля [ный	ערד
схід	восто́къ	מזרח
з'їстний	сѣ́добный	עסענבאר
образованэ	воспитаніе	ערציהונג
яйка	яйцо	אײער
віс'їм	восемь	אכט
віс'їмдесять	восемьдесятъ	אכציג
лікоть	локоть	עלענבויעג
вибирати	избранный	אויסקלייבען



ENGLISH	ITALIAN	FRENCH	SWEDISH
election	elezione	élection	val, utval
electoral district	distretto elettorale	district electoral	valldistrikt
elevator	ascensore	élévateur (ascenseur)	hiss
else	altro	autre	annan
empty	vuoto	vide	tom
energy	energia	énergie	energi
engine	macchina	engin (machine)	maskin, loko- motiv
engineer	macchinista	mécanicien	maskinist
enough	abbastanza	assez	nog
enter	entrare	entrer	stiga in
everybody	tutti	tout le monde	hvar och en
everyone	ciascuno	chacun	hvar, hvar och en
everything	ogni cosa	toute chose	allting
everywhere	dappertutto	partout	öfverallt
except	eccetto	excepté, à moins que	med undantag of
executive	esecutivo	exécutif	högste ömbetsman
exercise	esercizio	exercice	gymnastik, motion
exit	uscita	sortie	utgång
eye	occhio	oeil	öga
eye brow	sopracciglio	sourcil	ögonbryn
eye lid	palpebra	paupière	ögonlock
F			
fact	fatto	fait	faktum
factory	fabbrica	manufacture	fabrik
family	famiglia	famille	familj
fare	prezzo del viaggio	passage, prix du billet	afgift
farm	podere	ferme	bondgård
father	padre	père	fader
federal	federale	fédéral	förbunds
foe	nemico	ennemi	fiende
feed	nutrire	nourrir	mata, föda

RUTHENIAN	RUSSIAN	YIDDISH
вибори	выборъ	וואהלען
виборчий округ	избирательный округъ	וואהל-געגענד
елѣватор,	подъемная машина	עלעוואטאר
іншій	другой, иной	אנדערשווא
порожний	пустой	לעדиг
енергія, сила	энергія, сила	ענערגיע
машина	машина	מאשין, לאקאמאטיוו
машиніст	инженеръ	אינזשעניр
досить	довольно	גענוג
входить	входить	אריינקומען
кождй, всѣ	каждый	יעדער
кождй один, всякий	всякій	יעדער איינציגער
все	все	אלעס
всюди	вездѣ	איבעראל
вилучно, кромѣ	исключая, кромѣ	קוין
виконавчий	исполнительный	איבונג
вправа	упражненіе	אן ארויסגאנג
вихід	выходъ	אויג
око	глазъ	אויגע-זכרעם
брова	бровь	אויגען לעדעל
повія	вѣко	

## F

факт	фактъ	פאקט
фабрика	факторія	פאבריק
семья	семья	פאמилיע
їхати	ѣхать, билетъ,	פא-ах-גע-х
фарма	ферма	פארם
батько	отець	פאטער
федеральный	федеральный	פעדעראל
ворог	непріятель	פיינד
кормити, голувати	кормъ	שפיזען

ENGLISH	ITALIAN	FRENCH	SWEDISH
fellow-citizen	concittadino	concitoyen	medborgare
fence	siepe	clôture	staket
fertile	fertile	fertile	fruktbar
few	pochi	peu	få
fifth	quinto	cinquième	femte
fifty	cinquanta	cinquante	femtio
fill	empire	remplir	fylla
filth	sporchizia	ordure	smuts
fine	bello	beau	fin
finger	dito	doigt	finger
finish	finire	finir	sluta
fire-escape	scala per gl'incendi	échelle de sauvetage	brandstege
first	primo	premier	först
fish	pesce	poisson	fisk
fishing	pescare	pêcher	fiske
five	cinque	cinq	fem
flannel	flanella	flanelle	flanell
flax	lino	lin	lin
flour	farina	farine	mjöl
flowers	fiori	fleurs	blommor
fly	mosca	mouche	fluga
foot	piede	pied	fot
forehead	fronte	front	panna
foreign	straniero	étranger	utlänsk
foreigners	stranieri	étrangers	utlänningar
foreign-born	straniero di nascita	nés à l'étranger	född i utlandet
foreman	caposquadra	contremaître	förman
forenoon	mattinata	matinée	förmiddag
fork	forchetta	fourchette	gaffel
fresh	fresco	frais	frisk
Friday	venerdì	vendredi	Fredag
front	fronte	devant	framsida
frost	gelo	gelée	frost
fruit	frutto	fruit	frukt
fur	pelliccia	fourrure	päls, skin
fur-trader	mercante di pelliccie	commerçant en fourrures	päls, handlaré

RUTHENIAN	RUSSIAN	YIDDISH
друг-гора. <i>дзуг-гара</i>	друзья-граждане	א מיטברוגער
пліт, огорожа	защита	צוים, פארקאן
урожайний	плодородный	פרוכטבאר
кілька	нѣсколько	אייניגע
пятый	пятый	דער פינפטער
пядесять	пятьдесятъ	פופציג
наповняти повнота	достаток, полнота	אנפילען
нечистота	грязь	שמוץ
гарний, чистый	красивый	פיין
палець	палець	פינגער
конецъ, кінчити	кончатъ	ענדיגען
огнева драбина	пожарная лѣстница	פייער-לייטער
перший	первый	דער ערשטער
риба	рыба	פיש
риболовство	рыбаловство	כאפען פיש
пять	пять	פינף
флянеля	фланель	פלאанел
лен	ленъ	פלאкс
мука	мука	מעהל
цвѣти	цвѣтокъ	בלומען
муха, ; летѣти	муха	פליеца
стопа	нога	פוס
чоло	лобъ	שטערען
чужий, заграничний	иностранный	פרעמד
чужинець	иностранцы	פרעמדע
чужородецъ		געבוירען אין אויסלאנד
старший, наставник	надзиратель	פארמאן
передполудне	утро	פארמיטтаг
вила	вилка	גאפעל
свѣжий	свѣжій	פריש
пятница	пятница	פרייטאг
передний	передній	פארענט
мороз	морозъ	פראסט
овоч	фруктъ	פרוכט
шуба	мѣхъ, шуба	פוטער
гандляр . шкірами	торговецъ мѣхами	פוטער-הענדלער

ENGLISH	ITALIAN	FRENCH	SWEDISH
G			
gallery	galleria	galerie	galleri
garden	giardino	jardin	trädgård
gardener	giardinieri	jardinier	trädgårds- mästare
gas	gas	gaz	gas
general	generale	général	general, allmän
get	ottenere	obtenir	få
germs	germi	germes	baciller
girl	ragazza	filie	flicka
give	dare	donner	gifva
glad	contento	content	glad
God	Dio	Dieu	Gud
gang	squadra	équipe	afdelning män
good	buono	bon	god
good-bye	arivederci	au revoir	farväl
good-day	buongiorno	bonjour	god dag
government	governo	gouvernement	regering
governor	governatore	gouverneur	landshöfding
governor-general	governatore generale	gouverneur- général	general guvernör
grab	impugnare, afferrare	empoigner, prendre á pleines mains	gripa, fatta
grain	grano	grain	korn, spannmål
granary	granaio	grenier	spannmåls—
grant	concessione, prestito	concession, prêt	magasin tillåtelse; försträckning
grape	uva	raisin	vindruvfa
grass	erba	herbe	gräs
gravel	ghiaia	gravois	grus
green	verde	vert	grön
grocer	grossiere pizzicagnolo	épicier	diversehandlare
groceries	"grosserie"	épicerie	specerier
grow	crescere	pousser	växa
grown-up	cresciuto	grandi	vuxen



## RUTHENIAN

## RUSSIAN

## YIDDISH

## G

галэрія	Галерея	גאלעריע
город	садъ	גארטען
огородник	садовникъ	גערטנער
газ	газъ	גאז
генерал	генераль	גענעראל
діставати	добывать, получать	באקומען
зародки	зародыши	מיקראבען
дівчина	дѣвушка	מידעל
давати	давать	געבען
урадуваний	радовать	צופריעדען
Бог	Богъ	גאט
гурма	шайка, куча	א חברה
добрий	хорошо	גוט
до побаченя	досвиданья	זיידגעזונד
добрий день	здравствуйте	גוטען-טאג
правительство	правительство	רעגירונג
намістник	губернаторъ	גובערנאטאר
генерал-губернатор	генераль-губернаторъ	גענעראל-גובערנאטאר
злапати	схватить	כאפען
збіже	зерно	תבואה
шпїхлїр	хлѣбный амбаръ	תבואה-שפיכלער
признати, дозволяти	даръ, жалованіе	געבען
виноград	виноградъ	וויינטרויבען
трава	трава	גראז
груз, пісок	крупный песок, гравій	זאמר-שטיינדלאך
зелений	зеленый	גרין
купецъ корін. товарів	москательщикъ	שפיידערעמער
склеп корінних товарів	мелочная лавка	שפייד-זאכען
рости	рости вырастать	וואקסען
дорослий	взрослый	דערוואקסענער

ENGLISH	ITALIAN	FRENCH	SWEDISH
grub-hoe	zappare	gratte	jordhacka
gutter	grondaia, borro	fossés d'écoulement, rigole	ränsten, takränna
H			
habit	abitudine	habitude	vana
habitant	abitante	habitant	invånare
had	aveva	avait	hade
half	metà	moitié	half
halibut	rombo	flétant	helgeflundra
hand	mano	main	hand
handle	manico	manche	handtag
ham	prosciutto	jambon	skinka
hard	duro	dur	hård
harness	finimenti	harnais	seldon
harvest	raccolta	moisson	skörd
haul	tirare	tirer	draga, släpa
have	avere	avoir	hafva
hay	fieno	foin	hö
he	esso	il	han
head	testa	tête	hufvud
health	salute	santé	hälsa
hear	udire	entendre	höra
heart	cuore	cœur	hjärta
heat	calore	chaleur	hetta
heavy	pesante	lourd	tung
here	qui	ici	här
herring	aringa	harang	sill
history	storia	histoire	historia
home	casa	chez-soi	hem
homestead	podere concesso dal governo	concession de terre terre concédée par le gouvernement	upplåten jord
horse	cavallo	cheval	häst
hour	ora	heure	timme
house	casa	maison	hus

RUTHENIAN	RUSSIAN	YIDDISH
сапа	кирка	גראב-אייזען
кадка, жолоб	канава, владина	א קאנאווע, רינע

## H

привичка	привычка	געוואוינהייט
житель	житель	איינוואוינער
мав	имѣвъ	נעהאט
половина	половина	האלב
галібат, (морс. риба)	галибутъ (морская рыба)	היילבוט (פיש)
рука	рука	האנט
ручка, держало	ручка, рукоятка	אנטאפען, האלטען
шинка	свѣжій окорокъ	הויר-פלויш
твердый	твердый	שווער
упряж, шори	оружіе; упряжь, шоры	געשפאן
жнива	жатва	שניט
тягнути	тянуть	ציהען, שלעפען
мати	имѣтъ	האבען
сїно	сѣно	היי
він	онъ	ער
голова	голова	קאפ
здоровля	здоровье	געזונט
чути	слушать, внимать	הערען
серце	сердце	הארץ
тепло, гріти	жаръ, теплота	היץ
тяжкий	тяжелый	שווער
ту	здѣсь	דא
оселедець	селедка	הערинג
історія	исторія	געשיכטע
дім	домъ	היים
земля належна до дому мѣсто происхожденія		האומסטעד

кінь	конь, лошадь	פערד
година	часть	שטונדע
дім, хата	домъ	הויז

ENGLISH	ITALIAN	FRENCH	SWEDISH
how much	quanto	combien	huru mycket
him	egli	lui	honom
himself	egli stesso	lui-même	han själf
hire	ingaggiare, prendere a salario	engager, louer	hyra, leja
human	umano	humain	mänsklig
hundred	cento	cent	hundra
husband	marito	mari	äkta make
<hr/>			
ice	ghiaccio	glace	is
ice-cream	gelato	crème à la glace	glace
if	se	si	om
important	importante	important	viktig
include	includere	comprendre	innesluta
industry	industria	industrie	industri
industrious	operoso, laborioso	laborieux, travailleur	flitig
information	informazione	information	upplysning
instruction	istruzione	instruction	undervisning
interest	interesse	intérêt	intresse; ränta
international	internazionale	international	internationell
intestine	intestino	intestin	inälfvor, tarm
into	in	dans	in i
it	ciò	cela	det
<hr/>			
January	gennaio	janvier	Januari
joint	giuntura	joint	sammanfogad, fog
judge	giudice	juge	domare
July	luglio	juillet	Juli
jump	saltare	sauter	hoppa
June	giugno	juin	Juni
just	giusto	juste	just, rättvis

## RUTHENIAN

## RUSSIAN

## YIDDISH

скілько  
эму  
эму самому  
наняти

сколько  
ему  
ему самому  
наемъ

וויפילע  
איהם  
איהם אליין, זעלבסט  
דינגען

людський  
сто  
муж

человѣческій  
сто  
мужъ

מענשל'יך  
הונדערט  
מאן

## I

лїд  
морожене  
эсли  
важный  
включати  
індустрія, промисл

ледъ  
мороженное  
если бы  
важный  
содержать,, включать  
дѣятельность, промышлен-

אייז  
אייז-קרם  
אויב  
וויכטיג  
איינשליסען  
אנדוסטריע

промисловий

[ность  
трудолюбивый, прилеж-

פלייסיג

інформація, повідомленє увѣдомленіє, указаніє [ный  
інструкція, вказувати наставленіє, інструкція  
процент, лихва интересъ, прибыль  
міжнародний международный  
кишка, внутренности внутреннї, кишка  
в, на въ, во, на  
те это

אינפארמאציע  
לערנען  
אינטערעסירען, פראצענט  
אינטערנאציאנאל  
אינערליך  
אין, צו  
עס

## J

сїчень  
сустав

Январь  
суставъ

יאנואר  
פאראייניגונגס-פלאץ

судія  
липень  
скакати  
червень  
тільки, як раз

судья  
Іюль  
прыгать  
Іюнь  
только что, какъ разъ

ריכטער  
יולי  
שפרינגען  
יוני  
גראדע, רעכט



## ENGLISH

## ITALIAN

## FRENCH

## SWEDISH

## K

keep	tenere	garder	hålla, behålla
kind	buono	bon	vänlig
knee	ginocchio	genou	knä
knife	coltello	couteau	knif

## L

lake	lago	lac	sjö
land	terra	terre	mark, landegen- dom, jord
lamp	lampada	lampe	lampa
large	grande	grand	stor
law	legge	loi	lag
let	permettere	permettre	låta
letter	lettera	lettre	bref
level	livello	niveau	jämn, vågrät ; våg
lice	pidocchi	poux	löss
light	luce	lumière	ljus
lips	labbra	lèvres	läppar
little	piccolo	petit	liten
live	vivere	vivre	lefva, bo
liver	fegato	foie	lever
load	carico	charge	last ; lasta
loan	prestito	prêt	lån
log	ceppo	bûche	stock
look	guardare	regarder	titta, se
lot	molto	beaucoup	jordlott ; massa
lower	più basso	inférieur	lägre
lower arm	avambraccio	avant-bras	underarm
lumber	legno da costruzione	bois de charpente	timmer
lung	pulmone	poumon	lunga

## M

machine	macchina	machine	maskin
machinery	macchinario	machinerie	maskineri
man	uomo	homme	man. människa

RUTHENIAN	RUSSIAN	YIDDISH
K		
держати	держать	האלטען
рід	родъ, сортъ	סארט, גוט
колѣно	колѣно	קניע
ніж	ножъ	מעסער
L		
озеро	Озеро	אזערע
земля	земля	לאנד
лямпа	лампа	לאמפ
великий, широкий	большой	גרויס
право, закон	законъ	געזעץ
пускати	пускать	פארדינגען, לאזען
лист	письмо	בריעף
рівний	гладкій, равный	גלייכער שטח
вош	вошь	לייז
світло	свѣтъ	ליכט, גערינג
губи	губы	ליפען
мало	немного, мало	קליין, וועניג
жити	жить	וואוינען, לעבען
печінка	печенка	לעבער
ладунок, тягар	тяжесть, грузъ	משא, אנלאדען
позичка	заемъ	הלוואה, לייהען
дерево	бревно	קלאץ
дивити ся	смотреѣть	קוקען, זעהן
богато	много, гораздо	א שטיק לאנד, גורל
низший	низший	נידעריגער, זינקען
підручний	подручный	אונטער-שטער ארעם
дерево матеріял	строэвой матеріялъ	געהילץ
легкі	легкое	לונג
M		
машина	Машина	מאשין
машинерія	механизмъ	מאשינעריע
чоловік	человеѣкъ	מענש

ENGLISH	ITALIAN	FRENCH	SWEDISH
mane	criniera	crinière	man
many	molti	beaucoup	många
map	mappa	carte	karta
March	marzo	mars	Mars
market	mercato	marché	marknad
market-gardener	giardiniere	jardinier	handelsträd- gårdsmästare
marry	sposare	marier, épouser	gifta sig
may	potere	pouvoir	kunna, må
mayor	sindaco	maire	borgmästare
me	me	moi	mig
meal	pasto	repas	måltid
meat	carne	viande	kött
melon	cocomero, melone	melon	melon
milk	latte	lait	mjölk
mill	muline	moulin	kvarn, sågverk. fabrik
mine	miniera	mine	grufva
mineral	minerale	minéral	mineral
Monday	lunedì	lundi	Måndag
money	danaro	argent	penningar
money-order	vaglia	mandat	post anvisning
mother	madre	mère	moder
more	più	plus	mera
morning	mattino	matin	morgon
mountain	montagna	montagne	berg
mouth	bocca	bouche	mun
much	molto	beaucoup	mycket
muscle	muscolo	muscle	muskel
mustache	baffi	moustache	mustasch
my	il mio, la mia	ma, mon	min, mitt
myself	io stesso, me stesso	moi-même	jag själv
N			
native	indigeno	natif	inföding
native-born	di nascita	originaire	infödd
natural	naturale	naturel	naturlig

RUTHENIAN	RUSSIAN	YIDDISH
грива	грива	א גריווע
много, богато	много	פיעלע
мапа	карта (географическая)	קארטע
Март	Мартъ	מערץ
риннок	рынокъ	מארק
огородник	огородникъ	א גערטנער-סוחר
вінчати, женити ся	вѣнчат, женить	הייראטען
может, могли	мочь	קענען
майор, начальник міста	городской голова	מעיראד
мені	меня, мнѣ	מיר
їжа	ѣда, пища	מא'לצייט
мясо	мясо	פלייש
мелон, диня	дыня	א מעלאן, קאוואן
молоко	молоко	מילך
млин	мельница	מילה
копальня	шахта	מינע
мінерал	минераль	מינעראל
понеділок	понедѣльникъ	מאנטאג
гроші	деньги	געלט
почтовый переказ	почтовый переводъ	געלט-אנווייזונג
мати	мать	מוטער
більше	больше	מעהר
рано	утро	מארגען
гора	гора	בארג
рот	ротъ	מויל
богато	много	פיעל
мускул	мускуль	מוסקול
вуси	усы	וואנצע
мій	мой	מיין
я сам	я самъ	איך אליין, מיד

## N

природний	Природный	א געבירטיגער
родимець	уроженецъ	געבארען אין לאנד
натуральный	натуральный	נאטירליך

ENGLISH	ITALIAN	FRENCH	SWEDISH
naturalize	naturalizzare	naturaliser	naturalisera
naturalization	naturalizzazione	naturalisation	naturalisation
nearly	quasi	à peu près	nära på
nest	nido	nid	näste, bo
need	bisogno	besoin	behof
now	adesso	maintenant	nu
nice	gentile	joli	nätt, trevlig
nickel	nickel	nickel	nickel
night	notte	nuit	natt
ninety	novanta	quatre-vingt-dix	nittio
no	no	non	nej
nominate	nominare	nommer	utnämna
north	nord	nord	norr
northwest	nord ovest	nord-ouest	nordvest
not	non	pas	inte, icke
notice	avviso	avis	uppsägning; anslag
nothing	niente	rien	ingenting
November	novembre	novembre	November
number	numero	nombre	nummer

## O

oath	giuramento	serment	ed
oath of allegiance	giuramento di fedeltà	serment de fidélité	underdånighets ed
oats	avena	avoine	havre
ocean	oceano	ocean	ocean
October	ottobre	octobre	Oktober
of	di	de	af
off	via	loin	bort
offer	offrire	offrir	offerera, erbjuda
offices	uffici	bureaux	kontor
oil	olio	huile	olja
oldest	il più vecchio	le plus vieux	äldst
once	una volta	une fois	en gång
one	uno, una	un, une	en
onion	cipolla	oignon	lök



RUTHENIAN	RUSSIAN	YIDDISH
натуралїзований	натурализованный	נאטוראליזירען
натуралїзація	натурализація	נאטוראליזירונג
близько майже	близко, почти	כמעט, נאָהענט
гнїздо	гнѣздо	נעסט
потреба	нуждаться, нужда	נויטיג
тепер	теперь	יעצט
гарно	красиво	שעקן
нїкель	никель	ניקел
ніч	ночь	נאכט
девядесять	девяносто	ניינציג
нї	нѣтъ; не	ניין
назначувати	именовать, назначать	נאמינירען
північ	сѣверь	צפון-מערב
північний захід	сѣверо-западъ	ניט
ні	не, нѣтъ, ни	באמערקונג
звістити	примѣчаніе	גאָר נישט
нїчо	ничего	נאָוועмבער
листопад	Ноябрь	צאָהל
число	номеръ, число	

## O

присяга	присяга, клятва	שבועה
присяга вірности	присяга на подданство	טרייהייט-שבועה
овес	овесь	האבער
океан	океанъ	אָקעאן
жовтень	Октябрь	אקטאבער
з, на, від	отъ, изъ, съ, на, предъ, о,	פון
із, з	изъ, съ, болѣе отдаленный	אוועק
предкладати	предлагать	פאַרשלאגן
бюро	обязанность, служба	קאנטעלאריע, קאנטאר
олива	масло	אױל
найстарший	самый старший, старѣйшій	עלצטער
раз	однажды	אמאָל, איינמאָל
один	одинъ	איינס
цебуля	лукъ	ציבעלע

ENGLISH	ITALIAN	FRENCH	SWEDISH
only	solamente	seulement	endast
open	aperto	ouvert	öppen
orchard	orto	verger	fruktträdgård
order	ordinare	commander	beställa, befälla
other	altro	autre	annan
ounce	uncia	once	1 <sup>16</sup> skålpund, uns
our	nostro	notre	vår, våra
ourselves	noi stessi	nous mêmes	oss själftva
outfit	corredo attrezzi da lavors	équipement, trousseau, outils	utrustning
overheat	riscaldare troppo	surchauffer	öfverhetta
overtime	lavorare fuori d'ora	travail en sus	öfvertid
oxygen	ossigeno	oxigène	syre

## P

pair	paio	couple, paire	par
paper	carta	papier	papper
parent	genitori, padre, madre	parents, père, mère	föräldrar (pl)
parliament	parlamento	parlement	parlament
party	partito	parti	parti
passenger	passaggiere	passager	passagerare
passport	passaporto	passeport	pass
pain	dolore	douleur	smärta
patch	pezzo	pièce, morceau	lapp
pay	paga, pagare	payer, paye	betala; aftöning
paymaster	cassiere	paie-maitre	kassör
peace	pace	paix	fred
peach	pesca	pêche	persika
pencil	matita	crayon	blyertspenna
people	gente	peuple (les gens)	folk
perhaps	forse	peut-être	kanske
permit	permettere	permettre	tillåta
petition	petizione	petition	ansökan
petroleum	petrolio	pétrole	fotogén

RUTHENIAN	RUSSIAN	YIDDISH
тільки, лише	только	נור, בלויז
отвертий	открыть	אפען
сад	плодовый, фруктовый садъ	פֿרוכט-גארטען, סאָד
порядок розказ	порадокъ, приказывать	באפעהל, באשטעלונג
інший	другой, иной	אנדערש, אנדערער
унція	унція	אונץ
наш	нашъ	אונזער
ми самі	насъ самихъ	מיר זעלבסט
уоруженэ, заосмотренэ	вооруженіе, снаряженіе	אויסשטאטונג

перегріти, напалити черезчас	слишком нагрѣть, нато- неурочное время, [пить	איבערגעהייצט איבער-שטונדען
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кисень	кислородъ	זויער-שטאף
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## P

пара	Пара	פאַר
папір	бумага	פאפיער
родич	родитель	עלטערען

парлямент	парламентъ	פארלאמענט
партія	партія, сторона	פארטיי
пассажир	пассажиръ	פאסажир
паспорт	паспортъ	פאспארט
біль	наказаніе, боль	שמערצען
латка	заплата	א לאטע
платити	платить, плата	באצאהלען
касіёр	казначей	אויסצאהלער
мир	миръ	פריעדען
бросквіня	персикъ	א פערסיק
оливець	карандашъ	בלייшטיפט
нарід	народъ	פאלק, מעнשען
може	можетъ быть	פיעלייכט
позволенэ	позволять	ערלויבען
просьба	прошеніе	בעטען, פעטיצע
нафта	петроль	פעטראלעאום

ENGLISH	ITALIAN	FRENCH	SWEDISH
picks	picconi	picks	spetshaakor
pie	pasticcio	tarte, pâté	fyld kaka, paj
piggery	porcile	porcherie	svinstia
pile	mucchio	pile	hög
pine	pino	pin	furu
place	posto	place	plats
plant	pianta	plante	planta, växt
please	per piacere	s'il-vous plaît	var så god, var snäll
plenty	molto	abondance	mera än nog
plot	orto	jardin, potager	trädgårdsland
plow	aratro	carré, charrue	plog
plum	susina	prune	plommon
porch	portico	portique	täckt ingång
post-office	ufficio postale	bureau de(s) poste(s)	post kontor
potatoes	patate	pommes de terre (patates)	potatis
poultry	pollame	volaille	fjäderfä
pound	libbra	livre	pund ; skålpund
public	pubblico	le public	offentlig
public school	scuole pubbliche	école publique (primaire)	folkskola
pull	tirare	tirer	rycka, draga
pure	puro	pur	ren
purchase	comprare	acheter, achat	inköp, köpa
put	mettere	mettre	sätta, lägga, ställa
present	presente	présent	närvarande
prevent	prevenire	empêcher	förebygga
premier	primo ministro	premier ministre	Ministerpresident
price	prezzo	prix	pris
professor	professore	professeur	professor
promise	promettere	promettre	lofva

RUTHENIAN	RUSSIAN	YIDDISH
джеґан	мотыка, курка	פיקעס
пиріг	пирогъ	טארט
куча, свинський хлїв	свиной хлѣвъ	חזיר-שטאהל
складати	складывать	פאליע, הויפען
сосна	сосна	סאנסע-בוים
місце	мѣсто	פלאץ, ארט
садити	растение	פלאנצען
подобати ся, просити	нравиться, пожалуйста	געפעלען
досить, подостатком	достаточно	גענוג
змовленэ	заговоръ	פלאץ, פארשווערונג
плуг, орати	плугъ, соха	א סאכע
сливка	слива	פלויים
передсїнок	паперть	וועראנדע
почта	почтовое отдѣленіе	פאסטש
бараболя	картофель	קארтаффел
дріб, домашна птица	домашняя птица	עופות
фунт	фунтъ	פונט
публичний, суспільний	общественный	פובליקום, קהל'יש
народна школа	общественная, народная	פאלкс-שול
тягнути	тянуть	שלעפען
чистий	чистый	ריין
набувати, купувати	покупка	קויפען
класти	класть, положить	לעגען
теперішній; подарунок	настоящий, теперешний; по-	געגענווארט
упереджати, запобічи	предупреждать [дарокъ	שטערען
перший, головний	первый, главный	פערמיер
цїна	цѣна	פרייז
професор	професоръ	פראфессар
обіцянка, обіцяти	обѣщаніе	פארשפרעכען



## Q

ENGLISH	ITALIAN	FRENCH	SWEDISH
qualify	qualificare	qualifier	visa sig vara i stånd att göra något
qualification	qualificazione	qualification	förmåga
quantity	quantità	quantité	mängd
quarter	quarto, 25 soldi	quart, 25 cents	kvart, fjärdedel, 25 cent
question	questione	question	fråga
quick	presto	vite	rask; fort
quarrel	alterco	querelle	gräl

## R

raft	zattera	radeau	flotte
rail	guida (rella)	rail	ledstång, rail
railroad	ferrovia	chemin de fer	jernväg
rain	pioggia	pluie	rägn
raisin	uva secca	raisin sec	ruccin
ranch	"ranch"	ranche	boskapsfarm
reach	arrivare	atteindre	räcka, fram- komma
ready	pronto	prêt	färdig
refuse	rifiutare	refuser	afvisa, vägra
region	regione	région	trakt
register	registrare	(faire) en- registrer	förteckning pollettera
remove	rimuovere	enlever	förflytta
rent	affitto	loyer	hyra
represent	rappresentare	representer	representera
representative	rappresentante	representant	repesantant
require	esigere	(exiger) avoir besoin	fordra, begära
reside	risiedere	résider	bo
residence	residenza	résidence	residens, bostad
return	ritornare	retourner, revenir	återkomma
reverend	reverendo	révérend	(Herr Pastor)

## Q

RUTHENIAN  
кваліфікація

RUSSIAN  
Качество

YIDDISH  
קוואליפיцירען

кваліфікація  
скількість  
чверть 25ц.

свойство, способность,  
количество [даръ  
четверть, 25 сент.

קוואליפיקאציע  
צאהל  
פערטעל

питанэ, питати ся  
скоро  
спір, сварка

задавать вопросы, сомнѣ-  
живо, быстро [ваться  
ссора, споръ

פראגע  
שנעל  
קריגען זיך

## R

пором  
шина  
зелізнача дорога  
дощ  
родзинок  
простір  
доганяти доходити

Паромъ, плотъ  
Рельсъ, полоса  
желѣзная дорога  
дождь  
изюмъ, коринка  
пространство, обѣм  
догонять, доходить

א פליט  
רעלסע  
אייזענבאהן  
רעגען  
ראזשינקעס  
א פיהפארם  
גרייכען

готовий  
відказати  
околиця  
регістер, записувати

скорый, быстрый  
отказъ, отказываться  
страна  
регистръ, записывать

פארטיג  
אפזאגען  
געגענד  
רעגистרירען

переносити  
аренда комірне  
заступати,  
заступник  
жадати

передвигать  
арендовать, наем  
представлять  
изображающий  
требовать

איבערציהען  
דירה-געלד  
פארשטעלען  
פארשטעהער  
נויטיגען

перебувати  
резиденція, осілок  
звертати

жить, пребывать  
резиденция  
возвращать

וואוינען  
רעזידענץ  
צוריקкעהרען

преподобный

уважаемый, преподобный

ניוסטליכער

ENGLISH	ITALIAN	FRENCH	SWEDISH
rice	riso	riz	ris
rich	ricco	riche	rik
ripe	maturo	mûr(e)	mogen
river	fiume	rivière	flod
road	via	chemin	väg
room	camera	chambre	rum
root	radice	racine	rot
rubbish	immondizia	ordure	avfall, skrot
run	correre	courir	springa

## S

sage	salvia	sauge	salvia
salt	sale	sel	salt
satisfied	soddisfatto	satisfait	nöjd
sawmill	segheria	scierie	sågverk
school	scuola	école	skola
schooling	istruzione	instruction	skolundervis- ning
season	stagione	saison	årstid
see	vedere	voir	se
seek	cercare	chercher	söka
self	se stesso	soi-même	själf
sell	vendere	vendre	sälja
senator	senatore	senateur	senator
send	mandare	envoyer	sända
separate	separare	séparer	åtskilja
September	settembre	septembre	September
settle	stabilirsi	s'établir sur une terre	bosätta sig
settlement	colonia	colonie	koloni
seven	sette	sept	sju
seventy	settanta	soixante-dix	sjuttio
shack	baracca	baraque	barack
shade	ombra	ombre	skugga
she	essa	elle	hon
sheaves	covoni	gerbes	kärfvar
sheep	pecora	mouton	får
sheriff	capo di pulizia	chérif	länsman

RUTHENIAN	RUSSIAN	YIDDISH
риж	рисъ	רייז
богатий	богатство	רייך
доспілий	спѣлый	צייטיג
ріка	рѣка	טייך
дорога	дорога	וועג
кімната	комната	צימער
корінь	корень	וואָרצל
смітэ	остатки	מיסט
бігти	бѣжать	לויפען
S		
мудрецъ	(мудрецъ) шалфей	קלוג, א חכם
сіль	соль	זאלץ
вдоволений	удовлетворительный, до-	צופריעדען
трачка	пильный заводъ [вольный	זעג'מיהל
школа	школа	שולע
ученэ	ученіе	אונטערрихт
пора, сезон	сезонъ	סיזאן
видѣти	видѣть	זעהן
шукати	искать	זוכען
сам себе	себя, самъ	אליין, זעלבסט
продавати	продавать	פארקויפען
сенатор	сенаторъ	סעнаатар
посилати	посылать	שיקען
окремей	отдѣльно	אפזונדערען
вересень	Сентябрь	סעפטעмбер
поселяти ся, установляти	помѣщать, поселяться	באוועצען
поселенэ, установа	установленіе	א ישוב
сѣм	семь	זיבעען
сѣмдесять	семьдесятъ	זיבעציג
волоцюга	бродяга, нищій	א הייזעל
тѣнь	тѣнь	שאטען
вона	она, женщина	זי
снопи, вязки	снопы	נארבען
вівця	овца	שעפטען
шериф	шерифъ	שעריף

ENGLISH	ITALIAN	FRENCH	SWEDISH
shirt	camicia	chemise	skjorta
shorten	accorciare	racourcir	förkorta
shovel	pala, sciabola	pelle	skyffel, spade
should	dovrebbe	devrait	skulle
shoulder	spalla	épaule	skuldra
show	mostrare	montrer	visa
sick	malato	malade	sjuk
side	lato	côté	sida
siding	binario di ricovero	voie d'évitement	sidospår
sign	firmare	signer	påteckna
skin	pelle	peau	hud, skinn
silver	argento	argent	silfver
sincere	sincero	sincère	upprigtig
sister	sorella	sœur	syster
six	sei	six	sex
sixty	sessanta	soixante	sextio
sleep	dormire	dormir	sofva
sleeves	maniche	manches	ärmar
small	piccolo	petit	liten
smoke	fumare	fumer	röka
snow	neve	neige	snö
sober	sobrio	sobre	nykter
sock	calzerotto	bas, chaussette	strumpa
soil	suolo	terre	jord
some	alcuni	quelque	några
soon	presto	bientôt	snart
south	sud	sud	söder
spice	spezie	épice	krydda
spike	chiodo grosso	gros clou	spik grof spik
spitting	sputare	cracher	spottning
spoil	sciupare	gâter	förstöra
spruce	abete	sapin	gran
start (a good chance) (opportunity)	occasione di riuscire bene	une bonne occasion, pour bien com- mencer	tillfälle till good utkomst
stay	stare	rester	stanna



## RUTHENIAN

## RUSSIAN

## YIDDISH

шкіра  
сорочка  
скорочувати  
лопата  
повинен  
рамя  
показати  
хорий  
сторона, бік

кожа  
рубашка  
сокращать  
лопата  
долженъ  
плечо  
показать  
больной  
сторона, бокъ

הויט  
העמד  
פארקורצען  
א לאפעטע  
זאל  
אקסעל  
ווייזען  
קראנק  
זייט

сторонничество  
знак, підписати

сторонничество  
знакъ, подписать

א קורצע ליניע  
צייכען

шкіра  
срібло

кожа  
серебро

פעל, קארע  
זילבער

щирий  
сестра

искренній  
сестра

אויפריכטיג  
שוועסטער

шість

шесть

זעקס

шістьдесять

шестьдесять

זעכציג

спати

спать

שלאפען

рукави

рукава

ארבעל

малий

малый

קליין

курити, дим  
снѣг

курить, дымъ  
снѣгъ

רויבערען

тверезий

воздержный, трезвый

שניי

скарпетка

носокъ, карпетка

זויבער

земля, почва

навозъ, грязь, пачкать

זאקען

дещо, троха

нѣсколько

ערד

скоро

рано, скоро

עטוואס

полудне

югъ, полдень

שוין, כאלד

корінці

пряность, малость

דרום

цьвяк, клин

костыль, клинь

געווינדען

пльованэ

плевание

א שפיץ, פלאקען

псувати

портить, грабить

שפייען

ялища

ель

קאליע מאכען

починати

вздрагивать, начинать

א יעלעוועד בוים

אנהויבען (א געלענענהייט)

перебувати

пребывать, находиться

בלייבען

ENGLISH	ITALIAN	FRENCH	SWEDISH
steam	vapore	vapeur	ånga
stock	bestiame	bestiaux	kreatur
stomach	stomaco	estomac	mage
stove	stufa	poêle	ugn, kamin
street	strada	rue	gata
strong	forte	fort	stark
study	studiare	étudier	studera
suit	vestito	habit	dräkt, kostym
sun	sole	soleil	sol
Sunday	domenica	dimanche	Söndag
summer	estate	été	sommar
support	appoggio	appui	stöd
sweep	spazzare	balayer	sopa
sweet	dolce	doux	söt

## T

table	tavola	table	bord
take	prendere	prendre	taga
talk	parlare	parler	prata
tamarac	pino	tamarack	lärkträd
tamp	pestare	charger la voie,	tampa
	tappare	damer le	
		gravier	
team	pariglia	attelage, chevaux	hästar, förspann
tear	stracciare	déchirer	slita
teach	insegnare	enseigner	lära
teaching	insegnamento	enseignement	undervisning
technical-school	scuola tecnica	école technique	teknisk skola
teeth	denti	dents	tänder
thank	ringraziare	remercier	tacka
that	quello, quella	celui-là, celle-là	detta, som, det,
			den där
the	il, lo, la, i, gli, le	le, la, les	den, det, -et,
			-en, -na, -ne
then	allora	alors	då
there	là	là	där

RUTHENIAN	RUSSIAN	YIDDISH
пара	паръ	דאמפ
громадити щось,; худоба	запасать что;скотина,пень	סטאק
желудок	желудокъ	מאגנען
піч	печка	אויуוען
улиця	улица	גאס
сильный	крѣпкій, сильный	שטארק
наука, учить ся	наука, учиться	שטודירען
костюм,; вибір	комплектъ, подборъ	אנצוג
сонце	Солнце	זון
недѣля	Воскресеніе	זונטאг
лїто	лѣто	זומער
піддержувати	поддержать,поддержка	שטיצען
замітати	мести	קערען
солодкий	сладкій	זיס

## T

стіл	Столъ	טיש
брати, взяти	брать, взять	נעהמען
говорити	говорить	רעדען
модрень	тамарак	לערנען-בוים
наповняти, підцихати	наполнять, утрамбовывают	פארשטאפען
упряж	рядъ, упряжка (лошади)	א פאר

дерти, розривати	разрывать	טרעהר, רייסען
вчити	учить	לערנען
ученэ	учение	לעהרעריי
технічна школа	техническая школа	טעכנישע שול
зуби	зубы, зубья	צייהן
подяка	благодарность	דאנקען

той, тамтой	тотъ, та, то	דאס, דער
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(родівник)	(опредѣленный член)	דער, די, דאס
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тодї	тогда	דאמאלס
там	тамъ	дарטען

ENGLISH	ITALIAN	FRENCH	SWEDISH
their	loro	leur	deras
they	essi	ils, eux	de
think	pensare	penser	tänka
thirty	trenta	trente	trettio
this	questo	ceci	denne, detta
those	questi	ceux-là	desså, de där
three	tre	trois	tre
thresh	trebbiare	battre	tröska
threshing-engine	trebbiatrice	batteuse	tröskverk
thigh	coscia	cuisse	lår, länd
ticket	biglietto	billet	biljett
tight	stretto	serré	tät, hård, trånz
timber	legname	bois de charpente	timmer
tobacco	tabacco	tabac	toback
to-day	oggi	aujourd'hui	idag
toe	dito del piede	orteil	tå
together	insieme	ensemble	tillsammans
tomato	pomodoro	tomate	tomat
to-morrow	domani	demain	i morgon
ton	tonnellata	tonne	ton
too	anche	aussi	också
tool	utensile	outil	verktyg
tow	rimorchiare	remorquer	ta i tåg, bogsera
town	città	ville	stad
township	villaggio	commune	härad, kommun
track	linea, binario	voie	spår
trade-school	scuola d'arti e mestieri	école professionnelle	handverkare skola
train	treno	train	jernvägståg
tree	albero	arbre	träd
trench	trincea, fosso	fossé, rigole	dike
trifle	piccolezza	bagatelle	småsak
trouble	disturbo	trouble	bekymmer
trough	truogolo	abreuvoir, auge	tråg, ho
trouser	calzone	pantalon	byxor
trust	affidare	avoir confiance à, se fier	ha förtroende för

RUTHENIAN	RUSSIAN	YIDDISH
їх	ихъ, свой	זייער
вони	они, онѣ	זיי
думати	думать	דענקען
трийцять	тридцать	דרייסיג
сей, ся, се	этотъ	דאס
ті	тѣ	יענע
три	три	דריי
молотити,	молотить, колотить	דרעשען
молотїлка	молотилка	דרעשמאשין
бедро, стегно	бедро	די פאלקע
білэт	билетъ	א בילעט
тїсно	тужой	ענג
кльоц, дерево	древно, стволъ дерева	געהילץ
тютюн	табакъ	טאбак
сегодня	сегодня	היינט
палець у ноги	палець на ногѣ	טריט
разом	вмѣстѣ	צוזאמען
помідор	томатъ, помидоръ	טאмаטא, פאמידאר
завтра	завтра	מארגען
тона (2000 фунтів)	тонна	א טאן
також	слишкомъ	אויך, זעהר
знаряд, прибори	орудіе	געצייג
везти, таскати	тащить, буксировать	שלעפען
місточно	городъ	שטעטל
містовий округ	городской округъ	א שטאדט-בעצירק
дорога	путь, колея	שפור, א וועג
промислова школа	коммерческое училище	האנדווערק-שול
потяг	тащить, поѣздъ	באהן
дерево	дерево	בוים
траншей, окоп	рыть траншеи	טראнשעע, גראבען
дрібниця	без дѣлушка	דומהייט, אביסעל
клопіт	смятеніе, возмущать	מיה, צרות
корито	корыто	דורך
штани	панталоны, шаровары	הויזען
довіре, довіряти	довѣрие, довѣряться	געטרויען, גלויבען



ENGLISH	ITALIAN	FRENCH	SWEDISH
truth	verità	vérité	sanning
truthful	veritiere	vraie	sannfärdig
try	provare	essayer	försöka
Tuesday	martedì	mardi	Tisdag
tug	rimorchiatore	remorqueur	bogserångare
twelve	dodici	douze	tolf
twenty	venti	vingt	tjugo
two	due	deux	två

## U

underclothes	sottopanni	sous-vêtements	underkläder
underground	sottoterra	sous terre	underjordisk
university	università	université	universitet
until	fino a che	jusqu'à	tills
upper arm	braccio	haut du bras	öfverarm
use	adoperare, impiegare	se servir, employer	bruka

## V

vegetable	erbaggio, legume	légume	grönsaker
vein	vena	veine	åder
very	molto	très	mycket
vest	panciotto	gilet	väst
vote	votare, voto	vote, voter	röst, rösta
voter	votante	électeur, "votant"	röstberättigad

## W

waggon	carro, vagone	chariot, voiture	vagn
walk	camminare	marcher	gå
want	bisognare	vouloir	vilja; behöfva
	bisogno	avoir besoin de	
watch	sorvegliare	surveiller	bevaka
watchman	sorvegliante	garde	väktare, vakt
wash	lavare	laver	tvätta
waste	sciupare	gaspiller	ödsla
water	acqua	eau	vatten

RUTHENIAN	RUSSIAN	YIDDISH
права	правда	אמת
справедливий	справедливый	ווארהאפט
пробувати	пробовать	פרובירען
вівторок	Вторникъ	דינסטאג
таскати, тягнути	тянуть, тащить	שלעפען, א שיק
дванайцять	двѣнадцать	צוועלף
двайцять	двадцать	צוואנציג
два	два	צוויי

## U

спідне шматэ	Поддевка	אונטערװעש
підземний	подземный	אונטערגרונד
університет	университетъ	אוניווערזיטעט
до	досихъ поръ, только	ביז
верхне рамя	выше рукъ	אויבערשטער ארעם
уживати	употреблять	געברויכען

## V

ярина	зелень, овощъ	גריןצייג
жила	вена, жила	אדער
дуже	очень	זעהר
камізелька	жилетъ, одежда	וועסט
голос, голосувати	голосъ, голосовать	שטימען
голосующий	подающий голосъ	וועהלער

## W

віз	повозка,	וואגען
ходити	ходитъ, гулять	שפאצירען
потреба, жадати	требовать, недостатокъ	וועלען
стеречи, годинник	стеречь, часы	אכטונג געבען
сторож	сторожъ	וועכטער
прати, мити	стирать, стирка	וואשען
нищити, нищенэ	разрушать	אפמאַך
вода	вода	פארשווענדען וואסער

ENGLISH	ITALIAN	FRENCH	SWEDISH
waterpipe	condotto dell' acqua	conduit d'eau	vattenlednings- rör
Wednesday	mercoledì	mercredi	Onsdag
weak	debole	faible	svag
weed	sarchiare	sarcler	ogräs ; rensa
week	settimana	semaine	vecka
well	bene, pozzo	puits, bien	väl ; brunn
west	ovest	ouest	väster
whip	frusta	fouet	piska
whistle	fischio	sifflet	hvissla ; pipa
what	che cosa, quale	quoi, quel	hvad
where	dove	où	hvar
which	quale	lequel	hvilken
wheat	grano	blé	hvete
wind	vento	vent	vind
window	finestra	fenêtre, "chassis"	fönster
will	volere	volonté	vilja
winter	inverno	hiver	vinter
wish	desiderare	désirer	önska
with	con	avec	med
work	lavoro	ouvrage	arbete
work-train	treno di costru- zione	train de con- struction	arbetaretåg
wrist	polso	poignet	handlov
write	scrivere	écrire	skrifva
women	donne	femmes	kvinnor
wood	legno	bois	trävirke

## Y

yard	cortile	cour	gård ; aln ; arbetsplats
year	anno	année	år
yes	si	oui	ja
yesterday	ieri	hier	igår
yet	ancora	encore	dock ; ännu
you	voi	vous	I, Ni

RUTHENIAN	RUSSIAN	YIDDISH
водяна рура	водопроводъ	וואסער-רעהר
середa	Среда (день недѣли)	מיטוואך
слабый	слабый	שוואך
выривати	вырывать, сорная трава	פאלאווע
тиждень	Недѣля	וואך
добре, жерело	струя, колодець, хорошо	גוט
захід	западъ	מערב
батіг	кнуť, хлестать.	בייטש
свистати	свистать	פייפען
що	что	וואס
де	гдѣ	וואו
котрий	который	וועלכער
пшениця	пшеница	ווייץ
вітер	вѣтеръ	ווינט
вікно	окно	פענסטער
воля, бажанэ,	желаніе, воля	וועל, ווילען
зима	зима	ווינטער
желанэ	желаніе, желать	ווינשען
з, із	съ, со	מיט
робота	работа, работать	ארבייטען
робочий потяг	рабочій поѣздъ	ארבייטс-באהן
кисть руки	кисть руки	האנד-געלענק, שטיפט
писати	писать	שרייבען
женщина	женщина	פרויען
дрова	лѣсъ, дрова	האלץ

## Y

подвірэ	Дворъ	הויף
рік	годъ	יאר
так	да	יא
вчера	вчера	געכטען
ще, покищо	еще, пока	דאך
ти ви	ты, вы	איך









AUG 7 1987

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